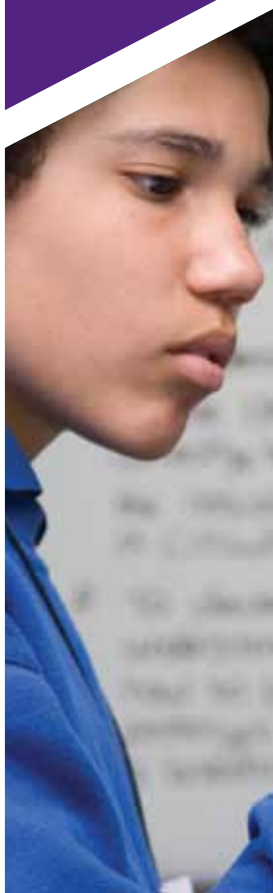


London Ambitions:

Shaping a successful
careers offer for all
young Londoners





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Introduction

It is vital that we give young Londoners the right skills to compete in the global marketplace. The 25 per cent of Londoners that are 19 years-old or younger will be the source of London's prosperity for the coming decades.

Yet the fact remains that the youth employment rate in London is lower than the all-age employment rate. We have a generation now who are at risk of missing out on golden opportunities. Part of the solution is a careers offer that is easy to navigate and I believe this report shows our next steps to achieve this.

The London Ambitions Career Offer, commissioned through the London Enterprise Panel and London Councils, sets out a pragmatic way to tackle some of the challenges that young people face when trying to make the right career choices.

And, the role of employers is key. I call upon all employers large and small, particularly SMEs, to play their part in this work by engaging with schools and colleges and their students. There are no new 'asks' of employers here. We simply need more employers on the journey.

Together we can continue to make a difference for London's young people, London's economy and the future of our great city.

Boris Johnson

Mayor of London





Our capital today has more options and opportunities for young people seeking learning and work than ever before, but they also face harder decisions and an incredibly tough labour market.

Occupations require higher skills and competition for jobs has left young people struggling to find work. Providing high quality careers education and guidance for London's children and young people is a top priority in order to reduce youth unemployment and ensure the continued development of our capital's skillset.

Schools and colleges are at the very heart of delivering the very best careers offer to young people. In recent years the education system has delivered transformational change in GCSE results, with London outperforming all other regions. The challenge now is for everyone with a stake in London's education and economy to transform careers education and guidance.

It's not just the responsibility of schools and colleges to help young people prepare for their future. It falls to all of us to support young Londoners to make informed decisions and to be resilient in the face of the challenges and opportunities our capital's rich labour market has to offer. We need more employers to engage with schools and colleges and services. Face-to face guidance for all young people including those not engaged in education, employment or training must be appropriate for an evolving labour market.

London's young people face tough challenges when they leave education and enter a world of employment competing against some of the world's most skilled individuals, not just the most skilled from our city. A world-class London careers offer can better equip our young people to stand out from an ever-increasing crowd.

The challenge now is for everyone with a stake in London's education and economy to transform careers education and guidance

Councillor Peter John

London Councils' Executive member for Children, Skills and Employment

Foreword

For the past 35 years I have worked, as an employer and business owner, within London's business community. For twenty-two of those years I have also worked, through various voluntary public appointments, within the education, skills and employment sectors.

So I have seen at first-hand, and from both viewpoints, the challenges faced by educators and employers respectively in preparing and recruiting young people for employment with the requisite and expected level of knowledge and skills they need to thrive in their first job and future careers.

The 'bridge' between academic and working life is crucial and yet still, despite the ongoing success of London's education sector and the capital's growing and diversifying employment sector, there remains something of a disconnect between these two powerhouses of London's economic landscape. Many schools and colleges, notwithstanding their academic performance or educational foundations, still find it challenging to provide their young students with the careers support they need to maximise their success in their future working lives. And many employers comment that too many young people they see are not prepared with the workplace knowledge and skills they look for.

The London Enterprise Panel Greater London Authority and London Councils Young People's Education and Skills have been working together for some time, considering how this issue can be addressed to produce successful outcomes for young Londoners. This report sets out what we believe is a solution: a visible London Careers Offer for all of our young people in the capital, which provides them with the finest information, advice, guidance, experience and preparation for their future working lives.

Our report sets out seven key features upon which a pan-London Careers Offer should be based, and adopted by all. This is accompanied by a 'London Careers Curriculum' designed to support teachers with their own particular offer for their students. It envisages a culture change in careers, enterprise and employability education across London building upon successful careers policies and practices we have studied or seen at local, national, EU and international levels.

The defining and distinctive nature of our proposals is that we see the London Careers Offer incorporating, alongside formal academic skills, a sequence of life and work experiences covering a broad range of non-academic or softer skills and abilities which are of value in the workplace. These include, for example, the ability to self-manage, work in a team, accumulate business and customer awareness, problem-solving, communication and literacy, presentation and interview skills, the willingness to demonstrate initiative and self-discipline in starting and completing tasks to agreed deadlines.



Within this environment, careers education and preparation for the world of work also needs to be prioritised for all of our students – as important in fact as numeracy, literacy and ICT

These qualities, when combined with young people’s formal education and personalised, independent and informed careers guidance, will enable them to set out on their future employment with the skills their employer expects and ready and able to build upon these as they go forward.

The successful achievement of the London Careers Offer, as envisaged in this report, will require the commitment and collaboration of all schools, colleges, employers, local authorities, careers specialists and training providers, young people and their parents/carers. This would include a concerted effort to narrow the gap between the education and employment sectors in a way that enables educators to contribute more effectively to equipping their students with the knowledge and skills employers seek, and reciprocally employers getting more involved in supporting and helping those educators in shaping and defining what they are looking for in their workforce of the future.

Within this environment, careers education and preparation for the world of work also needs to be prioritised for all of our students – as important in fact as numeracy, literacy and ICT. This new approach has the potential to transform London’s future careers landscape and the working lives of the capital’s population.

Producing a report like this could not have been achieved without the contribution, dedication and valuable knowledge of numerous people. We would have failed to deliver any understanding of the nature of the real challenges and opportunities ahead without involving young people themselves.

I would also like to particularly acknowledge the support received from Grant Hearn, Councillor Peter John, Frankie Sulke, Sue Terpilowski, Yolande Burgess, Michael Heanue, Caroline Boswell, Daisy Greenaway, Tim Shields and Mary Vine-Morris in championing this initiative with me and in formulating these proposals. Not forgetting, of course, Dr Deirdre Hughes OBE who wrote this report and whose formidable experience in the world of careers was invaluable. Thank you one and all.

Jack Morris, OBE

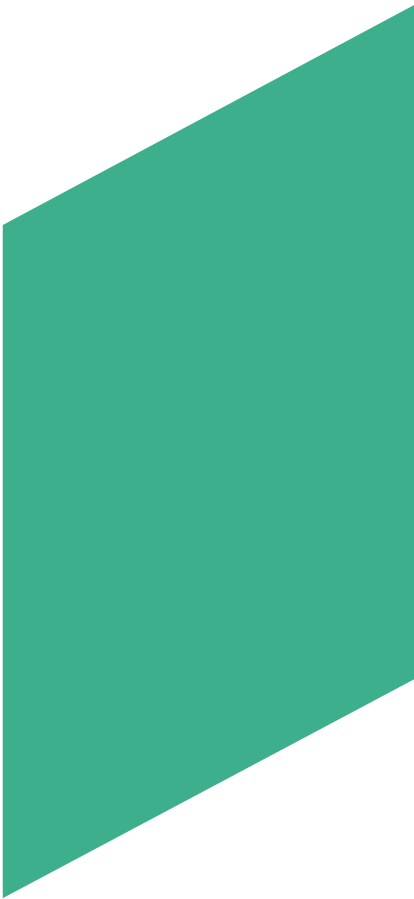
**Member, London Enterprise Panel and London Councils
Young People’s Education and Skills**



Executive Summary



- London is a truly global city. That opens up huge opportunities for young Londoners but also big challenges. Young Londoners are competing for jobs and career openings not just with each other but with people from across the UK and much of the rest of the world. To succeed in London and/or beyond, they need to be well prepared – and they are entitled to expect that support. All young people in London must be given the chance to gain experiences of the world of work and be inspired through their schooling to see possibilities and goals that are worthwhile and relevant to them.
- Imagine every young person in London thinking about routes to a successful working life from an early age, confident they are gaining valuable experience and exposure to the world of work. Also imagine every young person feeling sure they can access reliable careers, enterprise and employability support from a wide range of sources. Along the way, they will meet people who inspire them, experience places that energise and motivate them to connect day-to-day learning to future work possibilities, and undertake projects that stretch and challenge them to achieve more and aim higher.
- The distinctive features of London mean there is a compelling case for London to have its own unique careers offer for young people. While London as a whole has a dynamic and successful economy, many young Londoners come from workless households and deprived backgrounds. Too many are experiencing prolonged delay in taking that essential first step into a job or career. This can seriously damage a young person's confidence and self-esteem. It can have a lasting scarring effect and represents a tragic waste of a young Londoner's talents and potential.
- London's youthful, expanding and entrepreneurial population needs to know where there will be work opportunities and they must be equipped with relevant experiences, skills and qualifications to take advantage of them from an early age. Young Londoners are not just competing with each other and the rest of the UK for jobs - they are also competing on a global basis. Action is required at every level. Parents, employers, schools, colleges, training providers, universities and career development specialists - all will need to work together to keep up-to-date with and communicate effectively on fast changing education and labour markets.
- London schools have much to celebrate in their rapid academic improvement over the past decade, with primary and secondary schools out-performing the rest of the countryⁱ at Key Stages 2 and 4 respectively. We must now look to achieve an equivalent improvement in



careers education, guidance and outcomes for all young Londoners. It is time to turn aspirations into practical action.

- This report sets out the rationale for the London Ambitions Careers Offer. A distinctive London offer has to tackle the challenges of diversity and fragmentation. It needs to be applicable to a wide variety of schools, colleges and other education provision. It also has to be relevant to – and readily understood by – a range of different audiences.
- The London Enterprise Panel (LEP), London Councils and the Greater London Authority (GLA) are bringing together business leaders and local authorities to develop skills and employment strategies to be embedded in local growth plans. Building better careers provision at a local level must be a key consideration. During the next 12 months (and beyond), the LEP, GLA and London Councils will find effective ways of working with their partners to deliver improved services for young people, including careers provision, through the European Social Fund (ESF) €750million investment for London.
- This report proposes seven key elements for the London Ambitions Careers Offer to transform the landscape of careers and employment support for young people across London. The seven elements are evidence-based and designed to establish a coherent framework to apply for young people regardless of the particular school or college they attend:

London's youthful, expanding and entrepreneurial population needs to know where there will be work opportunities and they must be equipped with relevant experiences, skills and qualifications to take advantage of them from an early age

- 1 Every young Londoner should have access to ***impartial, independent and personalised careers education, information, advice and face-to-face guidance in their local community.***
- 2 Every young Londoner should have completed ***at least 100 hours experience of the world of work***, in some form, by the time they reach the age of 16. This may include career insights from industry experts, work tasters, coaching, mentoring, enterprise activities, part-time work, participation in Skills London and The Big Bang Event, work shadowing, work experience/supported work experience and other relevant activities. Lessons from this and other elements of a young Londoners' employability journey should be captured in a ***personalised digital portfolio***. This will provide a strong foundation for London's young people to take responsibility for capturing learning and experiences from an early age (and beyond the age of 16) and support their careers activities with employers.

Executive Summary



- 3 Every secondary school and college should have in place ***an explicit publicised careers policy and Careers Curriculum on young people's experiences of the world of work, links with business, careers provision and destination outcomes.*** That policy should be reviewed and approved by the governing body at least every three years. All schools and colleges should also report annually on delivery of the careers policy and curriculum.
- 4 Every good institution will have a ***governor with oversight for ensuring the organisation supports all students to relate their learning to careers and the world of work*** from an early age.
- 5 Every secondary school and college should have ***up-to-date, user-friendly labour market intelligence/information (LMI) readily accessible*** by young people, teachers and parents/carers drawing upon the Skills London Match, UKCES 'LMI for All', National Careers Service local LMI data and other reliable sources of information.
- 6 The quality of careers provision should be strengthened by ***developing 'careers clusters' to share resources in improving awareness of London's labour market and supporting school and college leaders in a whole-school approach to plan and deliver careers provision.***
- 7 The ***London Ambitions Portal*** should enable more schools and colleges to easily find high-quality careers provision designed to support the career development of all young Londoners.

These seven key elements of the London Ambitions Careers Offer must be supported by a good understanding of a young person's 'learner journey', with the aim of building a brilliant curriculum vitae (CV) as they move through schooling. ***A checklist and practical tool for teachers – the London Ambitions Careers Curriculum*** – of careers experiences and learning outcomes has been designed, drawing on best practices across London (and further afield), to illuminate the journey.

Employer engagement in education represents a significant voluntary undertaking, but it doesn't just happen all by itself

Employers can use their unique skills to support young people's transitions and to foster innovation in order to tackle education challenges. They can also involve their employees more in the decision-making process of who to help and where. Employer engagement in education represents a significant voluntary undertaking, but it doesn't just happen all by itself. The LEP, GLA and London Councils believe this happens because motivated individuals – in schools/colleges, in workplaces, in an intermediary organisation and often in all three – have decided to do something to make it happen.

Turning the London Ambitions Careers Offer into a reality requires vision, strong leadership and action – galvanizing that leadership and action is essential to successful outcomes for young Londoners. The London Ambitions Careers Offer challenge includes making a commitment to target-setting at a school and college, local borough, and LEP level; collecting and analysing careers and employability intelligence and making this readily available; showcasing 'tried and tested' methods, alongside introducing new and innovative approaches; and identifying areas for further improvement by city and borough partnerships.

Getting the London Ambitions Careers Offer right will deliver successful outcomes and destinations for young Londoners and support individuals, families, local communities and the London economy now and in the future.



1. Introduction

When it comes to recruiting young people, most London employers – particularly smaller businesses – value experience above all other criteria.ⁱⁱ But too few young people are gaining adequate experience of work while still at school, college or university.ⁱⁱⁱ This is contributing to fewer employers recruiting young people^{iv} and finding that many of those are not adequately prepared for the world of work.^v We also have to confront the reality that careers support for young people is not working as well as it could.^{vi}

Londoners are well aware of the human costs of youth unemployment. We know that any prolonged delay in taking that essential first step into a job or career can seriously damage a young person's confidence and self-esteem. It can have a lasting scarring effect and represents a tragic waste of a young Londoner's talents and potential.

So what would success look like when it comes to a careers offer for all young people across London? Imagine every young person in London thinking about routes to a successful working life from an early age, confident they are gaining valuable experience and exposure to the world of work. Also imagine every young person feeling sure they can access reliable careers and employability support from a wide range of sources. Along the way, they will meet people who inspire them, experience places that energise and motivate them to connect day-to-day learning to future work possibilities, and undertake projects that stretch and challenge them to achieve more and aim higher.

London is a truly global city. That opens up huge opportunities for young Londoners but also big challenges. Young Londoners are competing for jobs not just with each other but with people from across the UK and much of the rest of the world. To succeed in London and/or beyond, they need to be well prepared – and they are entitled to expect that support. At the same time London businesses want to feel confident there will be a reliable talent pipeline to supply the high-skill, high-value workforce they need as they grow now and in the future.



Young people in London must be given the chance to gain experiences of the world of work and be inspired through their schooling to see possibilities and goals that are worthwhile and relevant to them. Too often young people are missing out at present. In some London boroughs “the lives of the children and young people are characterised by high concentrations of deprivation, a high proportion of workless households and a high number of families with English as a second language” (Cllr Peter John)^{vii}. For these young people (and their families), as well as for many other young Londoners the careers and employability landscape is confusing and over-complex.

This report sets out the rationale for the London Ambitions Careers Offer. It highlights seven key elements that together would transform the landscape of careers and employment support for young people in London. This is further supplemented by a London Careers Curriculum of learning experiences and outcomes that makes explicit a young person’s ‘learner journey’ from a careers, enterprise and employability perspective as they move through schooling. Every young Londoner deserves to have a brilliant curriculum vitae (CV) that helps them get a good start in life and a foothold in employment.

Achieving a culture change in careers and employability provision for young Londoners is about:

- A shift from complexity to simplicity, moving away from constantly layering up new initiatives
- Supporting young people to make informed choices and to find possibilities to differentiate themselves on their way to job and/or career success
- Making explicit a Careers Offer that every young Londoner should be entitled to experience during their school and/or college years.

London’s youthful, expanding and entrepreneurial population needs to know where there will be work opportunities and they must be equipped with relevant experiences, skills and qualifications to take advantage of them from an early age

2. The rationale for a London Ambitions Careers Offer for young people

London is a unique city. Its distinctive features mean there is a compelling case for London to have its own unique careers offer for young people. London's economy, population, labour market and education track record make a clear case to be matched by an outstanding careers offer for all young Londoners.

To succeed in achieving this ambition, an effective careers, enterprise and employability system must accommodate differences in context and local circumstances. What works in one part of the city – or in a particular local community – may not work in other parts. In the coming years, there will be a growing need to add to capacities within and across education institutions – as well as in other local community settings – to strengthen careers and employability support for all young Londoners. This needs leadership, new pedagogical approaches, creativity, adaptability and above all, action.

So what is special about London? The key facts below should help inform local discussions and build shared understanding of important trends and critical issues impacting young Londoners and businesses.

2.1 Key facts: do you know?

London as an economy

London is a global city with an economy as large as Sweden and larger than many of the other member states of the EU. It has an estimated GDP of more than £500 billion a year, making it one of the very largest urban economies in the same league as New York, Los Angeles, Tokyo and Shanghai.^{viii} London is a major economic force:

- London accounts for more than a fifth (22 per cent) of total UK economic activity
- More than half of the London Stock Exchange top 100 listed companies and over 100 of Europe's 500 largest companies are headquartered in central London



London's population is expected to exceed nine million by 2021 and to be almost 10 million by 2031

- London made a net contribution of £10 billion to the UK Exchequer in the tax year to 2012
- The number of active businesses grew by 11.5 per cent in London between 2007 and 2011, compared to 1 per cent in the rest of the UK
- Small firms play a major role in London's economy, representing approximately 97 per cent of all businesses in the capital and providing around half of all jobs
- The CEBR has forecast that London's economy will expand by 15 per cent over the next five years, accounting for almost a third of all UK growth.

London as a population centre

London has a population almost as large as that of many EU member states. London's population is expected to exceed nine million by 2021 and to be almost 10 million by 2031 – similar to the populations of Portugal and the Czech Republic for example. London's population is distinctive in many respects:

- London's population is younger than in the rest of the UK – nearly two thirds (63 per cent) of Londoners are aged under 44, compared to just over half (53 per cent) in the UK as a whole
- More than a third of Londoners (nearly three million people) were born outside the UK
- London has the largest number of community languages spoken in Europe. Over 300 languages are spoken in London schools
- Around 3.3 million of London's population are black and minority ethnic and 4.9 million are white.

London as a labour market

The London workforce is typically better qualified and better paid than workers in the rest of the UK. It is also more entrepreneurial, with higher levels of self-employment. At the same time, there are large pockets of unemployment, with around 300,000 people registered unemployed in London – one in six of the UK total.¹ And more than 100,000 young Londoners are not in education, employment or training^{ix} – a shameful waste of potential and each a potentially damaged life. London has a distinctive labour market:

¹ <http://www.ons.gov.uk/ons/rel/subnational-labour/regional-labour-market-statistics/january-2015/stb-regional-labour-market-january-2015.html>

Young Londoners are not just competing with each other and the rest of the UK for jobs - they are also competing on a global basis

- 40 per cent of London's working age population holds a Level 4 qualification (equivalent to a certificate of higher education) compared to 30 per cent across the UK
- 17 per cent of workers in London work 49 hours or more per week, compared to 14 per cent in England and Wales
- The average household income per head in London is 30 per cent higher than the UK level
- By 2022 more than 60 per cent of London jobs are expected to require level 4 or higher qualifications^x
- London has the highest percentage of self-employment of any region at 18 per cent, compared with a UK average of 14 per cent^{xi}
- London needs to catch up on 18 to 24 year-old employment rates. This is 53.8 per cent compared with a UK average of 61 per cent^{xii}
- The proportion of young people in apprenticeships and jobs with training in London stood at half the England average in 2014 and has fallen over the last 12 months (IOE, 2014)^{xiii}.

London as an education centre

London's schools and colleges typically achieve better results than achieved elsewhere in England, but there is plenty of scope to raise levels of attainment further:

- A quarter (24.5 per cent) of London's population is made up of people aged 19 or under
- Nearly two in five pupils in London (39 per cent) do not have English as their first language
- Young people in London are more likely to reach required levels of educational attainment at ages 11, 16 and 19 than in the rest of England
- 82 per cent of London children achieve five or more good grades at GCSE compared with a national average of 79.5 per cent
- In London 65.1 per cent of children achieved five or more A* to C grade passes at GCSE, including English and Maths, as compared to 59.2 per cent nationally



- Children from deprived backgrounds in London are more likely to reach better levels of attainment than in the rest of England: 49 per cent of children receiving free school meals in London achieve five GCSEs grade A* to C compared to 33 per cent nationally
- Only 4.5 per cent of 14 to 18 year-olds in London are recorded as not in employment, education or training (NEET) compared to 6.1 per cent nationally.

London schools have much to celebrate in their rapid academic improvement over the past decade, with primary and secondary schools out-performing the rest of the country^{xiv} at Key Stages 2 and 4 respectively. We must now look to achieve an equivalent improvement in careers education, guidance and outcomes for all young Londoners. Whilst there are significant challenges to be faced, many London schools, colleges, businesses and community organisations have expressed their willingness to drive forward change in the interest of young people's future working lives. It is time to turn those aspirations into practical action.

There is a clear moral and economic purpose to improving careers provision, including young people's experiences of the world of work. Recent findings from the UKCES (2015) report *Catch 16-24* highlight the growing gulf between many young people and their connectivity to the workplace. A postcode lottery of opportunity for many young people across London has to be remedied for them to get in, get on and progress in learning and work. Work placements and related activities are more readily available in areas of London with high economic performance and less easily accessed by those living in areas of high social deprivation. The 600,000 children in London living in poverty^{xv} – more than a third of all the children in the capital – face an added disadvantage when it comes to experience of the world of work, with limited or no access to that work placement 'network'.

More needs to be done for 14 to 19 year-olds in London, particularly those recorded as not in employment, education or training (NEET)

A distinctive London Careers Offer has to tackle the challenges of diversity and fragmentation. It needs to span academies, maintained schools, community schools, foundation schools, free schools, independent schools, sixth form colleges, further education colleges, pupil referral units (PRUs) and alternative provision. It also has to connect with universities, be relevant and readily understood by businesses, teachers, advisers and – above all – by young people themselves.



When it comes to making the London Careers Offer a reality, some examples of key issues that really matter to young people include:

“Young people across London need access to good quality careers advice from an early age. We’ve been left to our own devices and many of us are struggling to make sense of where we fit into the London economy!”

Sarah Safo (23 years old)

Member of the Careers Senior Advisory Group

“As future assets to the economy, work experience is vital for young Londoners to be able to make important decisions regarding our futures. Consistent, valuable advice, support and opportunities should be available to all young people as early as possible to ensure we reach our full potential.”

Georgia Brown (18 years old)

Member of the Careers Senior Advisory Group

Centrepoint Youth Parliament, London

“The world is changing and London, a global city, is changing with it. But young people are not always able to understand how these changes affect them or could affect them in the future. In order to make the most of the London Careers Offer, young people need good careers advice, offered by people who are up-to-date about which sectors have the most job vacancies and where opportunities are likely to come up in the future.”

Seyi Obakin, CEO Centrepoint

“In order to make the most of the London Careers Offer, young people need good careers advice, offered by people who are up-to-date about which sectors have the most job vacancies and where opportunities are likely to come up in the future.”

Voices of young people - Youth Employment UK, London

“More focus on the arts, small businesses, tax returns, information on being a freelance worker.”

“Make it more fun and challenging and also bring lots of inspirational speakers.”

“More personalised advice.”

“Jobs clubs, looking at different industry sectors, where jobs are available, vocational routes.”

“More events, inspirational discussions, enterprise days, trips out, presentations, more opportunities that engage different cultures.”

“More qualified careers and/or recruitment experts speaking to pupils. Pupils made aware of the wide range of options available rather than being pushed toward one option e.g. university.”

The LEP and London Councils sought the views of young Londoners on what a good careers offer would look like. Their voices are captured in a short video available at: www.londoncouncils.gov.uk/londoncareers




3. Key proposed features for the London Ambitions Careers Offer for young people

The proposals for the London Ambitions Careers Offer outlined below are evidence-based and designed to establish a coherent framework to apply for young people across London, regardless of the particular school or college they attend. They build on a plethora of earlier reports (detailed in Annexe B). Additionally, we have drawn on experience from across Europe and international careers policies and practices.²

The seven key elements underpinning the London Ambitions Careers Offer

- 1 Every young Londoner should have access to ***impartial, independent and personalised careers education, information, advice and face-to-face guidance in their local community.***
- 2 Every young Londoner should have completed at ***least 100 hours experience of the world of work***, in some form, by the time they reach the age of 16. This may include career insights from industry experts, work tasters, coaching, mentoring, enterprise activities, part-time work, participation in Skills London and The Big Bang Event, work shadowing, work experience/supported work experience and other relevant activities. Lessons from this and other elements of a young Londoners' employability journey should be captured in ***a personalised digital portfolio***. This will provide a strong foundation for London's young people to take responsibility for capturing learning and experiences from an early age (and beyond the age of 16) and support their careers activities with employers.
- 3 Every secondary school and college should have in place ***an explicit publicised careers policy and Careers Curriculum on young people's experiences of the world of work, links with business, careers provision and destination outcomes.*** That policy should be reviewed and approved

² Such as those informed by the Organisation for Economic Co-operation and Development (OECD); the European Centre for the Development of Vocational Training (CEDEFOP); the European Lifelong Guidance Policy Network; the European Commission's PES to PES Dialogue; and the International Centre for Career Development and Public Policies.



by the governing body at least every three years. All schools and colleges should also report annually on delivery of the careers policy and curriculum.

- 4 Every good institution will have **a governor with oversight for ensuring the organisation supports all students to relate their learning to careers and the world of work** from an early age.
- 5 Every secondary school and college should have **up-to-date, user-friendly labour market intelligence/information (LMI) readily accessible** by young people, teachers and parents/carers drawing upon the Skills London Match, UKCES 'LMI for All', National Careers Service local LMI data and other reliable sources of information.
- 6 The quality of careers provision should be strengthened by **developing 'careers clusters' to share resources in improving awareness of London's labour market and supporting school and college leaders in a whole-school approach to plan and deliver careers provision.**
- 7 The **London Ambitions Portal** should enable more schools and colleges to easily find high-quality careers provision designed to support the career development of all young Londoners.

Below we look at each of these proposals in a little more detail.

3.1 Access to impartial, independent and personalised careers education, information, advice and guidance in their local community

Every young Londoner should have completed at least 100 hours experience of the world of work, in some form, by the time they reach the age of 16

Every young Londoner should have access to **impartial, independent and personalised careers education, information, advice and face-to-face guidance in their local community**. Schools, colleges, local authorities and universities are the responsible local gatekeepers that should ensure London's young people have access to careers support, including a coherent and relevant 16 to 19 study programme of careers and work-related activities. Without this, chance and personal circumstance determine young people's future working lives. Pupils from poorer backgrounds are particularly vulnerable and almost twice as likely to be NEET post-16 compared to their more affluent peers (DfE, 2014).^{xvi}

There is a pressing need to raise young people's awareness of the links between their educational experiences and the demands of the labour

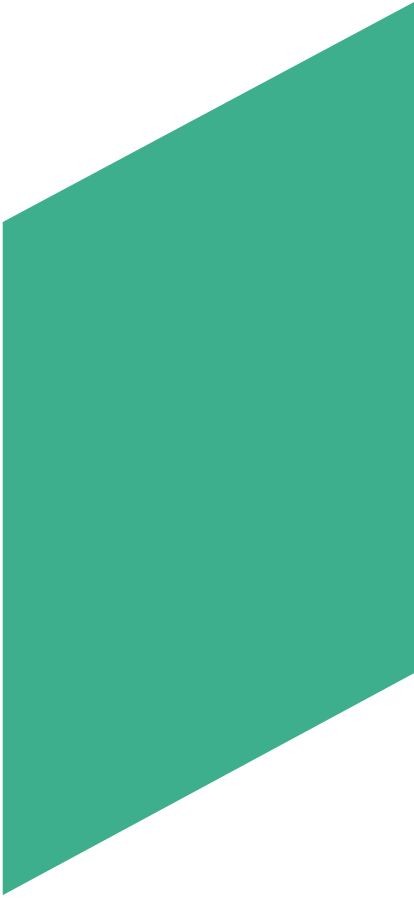


market. Who you know and where you live currently has too big an impact on the opportunities available to young people. In London, 25 per cent of Year 12 (Level 3) students dropped out of their sixth form before the age of 18. The proportion of young people in apprenticeships and jobs with training stood at half the England average in 2014 and had fallen over the previous 12 months (London Councils, 2014)^{xvii}. Across England, latest figures show 178,100 16 to 18-year-olds failed to complete the post-16 qualifications they started in 2012/13, and are at risk of becoming NEET^{xviii}. Analysis for the Local Government Association by the Centre for Economic & Social Inclusion (CESI) puts the cost to the public purse of this wasted education and skills provision at £814 million – 12 per cent of all government spending on post-16 education and skills (op.cit).

The Department for Education (DfE, 2015) advice on careers guidance and inspiration in schools sets out some common features of inspirational, high quality careers guidance^{xix}. Whilst some London schools, colleges and local authorities are doing great work, many institutions need to rise to the challenge of meeting their statutory and non-statutory duties to provide impartial and independent careers guidance. It is vital that leaders, governors and teaching staff understand the careers marketplace and the level and range of services available from trained and qualified careers specialists in London. The time has come for London's schools and colleges to act together to meet the needs of the increasing numbers of students and their future employers.

All London schools and colleges should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a systematic self-improvement review of careers provision, including online and face-to-face careers support for all young Londoners. Some examples include:

- The national validation, Quality in Careers Standard – this can assist schools and colleges to determine an appropriate quality award to pursue. There are currently 12 quality awards that are recognised as meeting the Quality in Careers Standard.
- The national matrix Standard for information, advice and guidance^{xxi} – this can assist schools and colleges to demonstrate that they provide a high quality and impartial service. Schools and colleges can access an online register of organisations' accredited to the matrix Standard.
- The UK register of careers professionals^{xxii} – this provides search facilities to find a trained and qualified career development professional who can deliver a particular service or activity.



A recent Sutton Trust report on the role of career guidance in supporting social mobility (2014)^{xxiii} highlights “schools with quality awards had a two percentage point advantage in the proportion of pupils with five good GCSEs, including English and Maths. They also found a small, but significant, reduction in persistent absences (of 0.5 per cent)”.

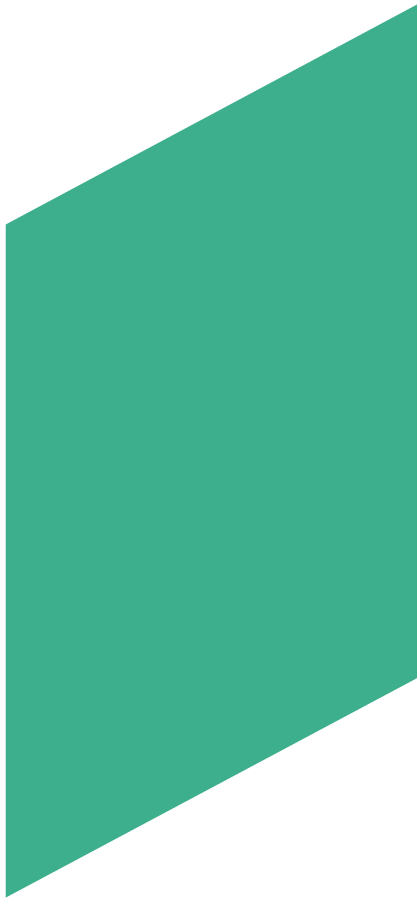
Clearly, there is an urgent need to support schools and colleges to become ‘informed consumers and purchasers’ of high quality careers and employability provision. This involves building leadership capacities within schools, colleges and local communities to ensure young people can access impartial, independent and personalised careers education, information, advice and guidance, including face-to-face support. It is vital that effective careers provision is available for all 14 to 19 year-olds to avoid the problems associated with inappropriate choice of course and institution leading to wasteful turbulence at 17+.^{xxiv} The recent Queen’s Speech (May 2015) highlights a new Full Employment and Welfare Benefits Bill including a commitment from government to provide a Jobcentre Plus adviser in schools.

3.2 At least 100 hours of experiences of the world of work for every young Londoner

Too many young Londoners are struggling to secure first-hand experiences of the world of work. And too many have no clear line of sight to work or awareness of career pathways or future job prospects. Experiences of work can be a major catalyst for change among young people, particularly those disadvantaged by under-developed networks and personal contacts. By introducing all young people to real experiences of the world of work, from an early age, this can open their eyes to new possibilities and enable them to apply their talents and what they have learned at school to the world of work. There is much to be done to strengthen the ties of schools and colleges with employers and boost the pool and quality of placements available, particularly (though not exclusively) for those achieving average or lower than average exam grades.

Experiences of work can be a major catalyst for change among young people

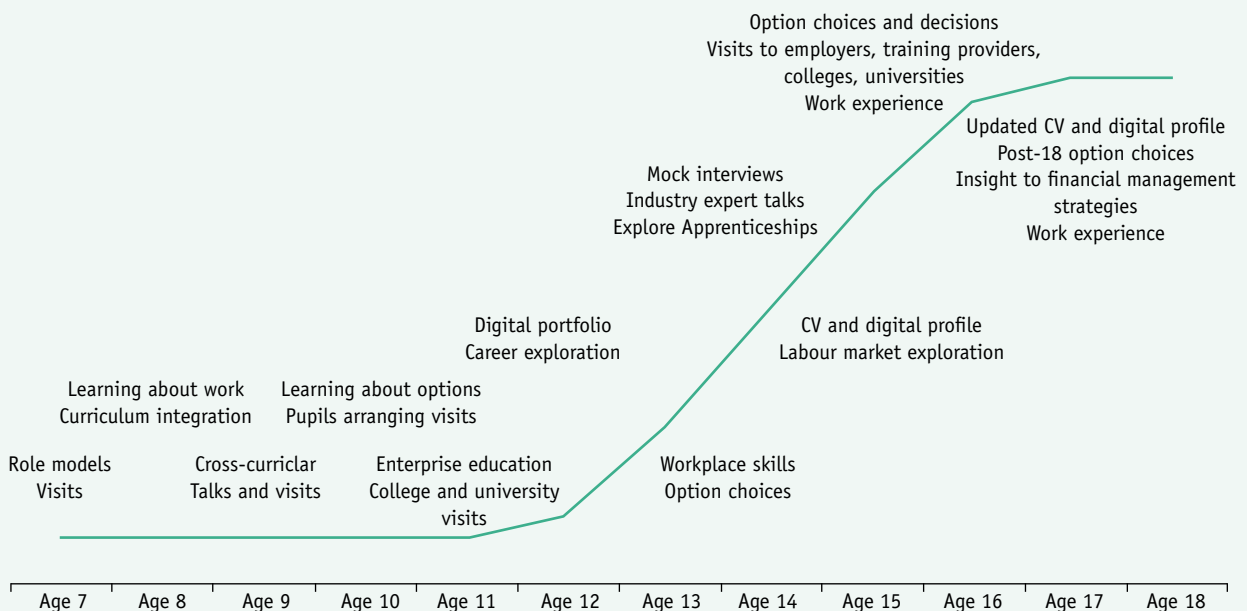
Employers need to do more in providing opportunities for young Londoners. Experiences of the world of work are all the more important as the proportion of 16 and 17-year-olds combining full-time education with a part-time job has halved in 15 years. Two thirds of employers say work experience is a critical or significant factor in their recruitment. But just 19 per cent of London employers offer work experience placements to young people in schools and 12 per cent to college students.^{xxv} London is the internship capital of the UK, but there is fierce competition from inside and



outside of London for internships and placements for young people. More young Londoners need access to opportunities to develop a brilliant CV linked to real exposure to experiences of the world of work from an early age.

Every young Londoner should have completed **at least 100 hours experience of the world of work**, in some form, by the time they reach the age of 16. This may include career insights from industry experts, work tasters, coaching, mentoring, enterprise activities, part-time work, participation in Skills London and The Big Bang Event, work shadowing, work experience/supported work experience and other relevant activities – see Figure 1 below and **the London Ambitions Careers Curriculum**. Lessons from this and other elements of a young Londoners’ employability journey should be captured in **a personalised digital portfolio**. This will provide a strong foundation for London’s young people to take responsibility for capturing learning and experiences from an early age (and beyond the age of 16) and support their careers activities with employers.

Figure 1: 100 hours experience of the world of work



The journey from education to work is a complicated one, and it's natural that there will be different routes. But too many young people are getting lost along the way

(Mc Kinsey, 2012, p.12^{xxvi})

In primary schools, young Londoners can learn about careers through inspiring talks and curriculum activities that include London's careers of the future, jobs and people in science, technology, engineering, arts and mathematics (STEAM), challenging stereotypes and meeting people who have started up their own business.

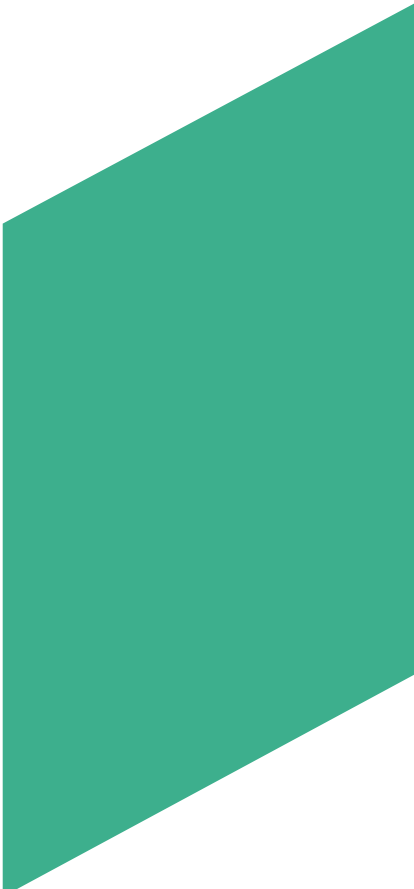
In secondary schools and colleges, young Londoners can be motivated to connect their schooling to experiences of the world of work and labour market trends as part of their own journey towards future employment.

Each young person should own their personalised digital portfolio and be encouraged to take responsibility for updating this regularly, knowing this could potentially be their future passport to success. Subject to the minimum entitlement of 100 hours, it will be up to each school and college to decide on the experiences of the world of work (as proposed above) they want to provide for young people, including the duration of each taster experience. Some may want to provide much more. The added-value of having a personalised digital portfolio that holds a record of experiences of the world of work means that potential employers can see a broader and more rounded picture of the young person's schooling, accumulated skills and experiences and other relevant activities. It provides a breadth of experience and something for employers and young people to talk about at interviews e.g. evidence of the ability to self-manage, work in a team, problem-solve, business and/or customer awareness, communication and literacy, the willingness to demonstrate initiative and self-discipline in starting and completing tasks to agreed deadlines. This may also act as a prompt for more employers (and their employees) to offer different types of career insights and work-related opportunities. Compliance will be achieved through the requirement for schools and colleges to report annually on the operation of their policies on young people's experiences of the world of work, links with business, careers provision and destination outcomes. Investment through European Social Funds (ESF) to deliver 'Youth Talent' – employer brokering to increase the number of apprenticeships, traineeships and work experience opportunities in schools and colleges – will further support this goal.

As young people build up their work-relevant experience and employability, they must be aided in capturing and reflecting on it. In the same way that an Oyster card enables people to keep track online of their journeys, we need an equivalent that enables young Londoners to build a record of their employability journey. While it is part of that journey for each young person to shape and add to the content of their own digital portfolio, outline formats and advice on what should be captured on it needs to be provided as part of the careers education curriculum. What is most important is



The new education landscape requires young people to make early subject choice decisions



that young people should be helped with the process of building up their own brilliant CV as part of a digital employability record, reflections and resources.

3.3 An explicit publicised policy and careers curriculum in every secondary school and college

Across London, every secondary school and college should have in place ***an explicit publicised careers policy and careers curriculum on young people's experiences of the world of work, links with business, careers provision and destination outcomes***. That policy should be reviewed and approved by the governing body at least every three years. All schools and colleges should also report annually on delivery of the careers policy. Achieving positive outcomes for young people needs extensive collaboration that always puts the interests of the young person first. This should include accumulated experiences of the world of work and student destination outcomes that feed into and inform curriculum and extra-curricular delivery plans as part of a self-improving strategy. Making this a public document on the school or college website, open to scrutiny and reviewed regularly by the governing body, will be important for accountability and effectiveness; governors will also want to ensure that practical delivery is achieved (at least in line with policy intentions) and that report too should be made public annually.

Parents and carers could draw on the information in supporting young people to make well-informed and realistic decisions about the relevance of academic/vocational qualifications and related progression routes. Ofsted could also use this to aid short inspections. The Foundation Code for Careers Education, Information, Advice and Guidance (CEIAG)³ supports schools and colleges to develop an approach that is supported and challenged by governors, includes a curriculum-embedded careers education programme for all year groups and access to impartial advice and guidance.

3.4 Governors with clear oversight responsibility

The new education landscape requires young people to make early subject choice decisions (some from 13 years-old) and the raising of the participation age signals a new era for this current generation of school

³ Produced by ASCL, AELP, AOC, ATL, PPC, SFCA, 157 Group and NFER – Visit: <http://www.ascl.org.uk/help-and-advice/help-and-advice.the-foundation-code-values-and-behaviours-needed-to-deliver-high-quality-ceiag.html>



Having a clear vision and strong leadership to make things happen will drive forward change


pupils, parents and teachers. Changing times mean that everyone needs new skills and knowledge. Effective leadership is essential to achieving action. A good institution will have a governor with oversight for ensuring the organisation supports all students to relate their learning to careers and the world of work from an early age. Keeping the spotlight on progress being made, including information on the support and resources available for students planning their learning and work journey, will ensure widespread understanding, led by school and college leaders, that careers work matters in inspiring and supporting all young Londoners.

Having a clear vision and strong leadership to make things happen will drive forward change. Increasing pressures on time and resources can make it difficult to know where to start in delivering a compelling careers offer to young people (and parents). The Association of School and College Leaders (ASCL), the Association of Teachers and Lecturers (ATL), the Association of Colleges (AOC), the National Association of Head Teachers (NAHT) and the National Foundation for Educational Research (NFER) believe that schools and colleges themselves have “a vital role to play in supporting young people to navigate their way through the increasing complexity of choices available to them.”^{xxvii} In a good institution the governor that champions and challenges the Careers Offer within the organisation will encourage senior leadership to review its effectiveness and outcomes. This will include capturing the voices of students, parents/carers, teachers and employers – a standard requirement from Ofsted – as part of the institutional self-improvement plan. The National Careers Council and National Governors Association Guidelines for Governors (2014)^{xxviii} provide a helpful start in this regard.

While employers are widely present on governing bodies, they are not universally so. Nor are they always given a clear leadership role on the governing body in relation to activities that can make best use of their skills and experience. That needs to change as a matter of urgency. Clearly, the shortage of governors across London (and other parts of the UK) is an issue currently being addressed by the Inspiring Governors Alliance which provides support and key resources for all schools and colleges.^{xxix}

3.5 Up-to-date, user-friendly labour market intelligence/information

Every secondary school and college should have ***up-to-date, user-friendly labour market intelligence/information (LMI) readily accessible*** to inform curriculum developments and to support young people, teachers and



parents/carers to make informed choices. It is particularly important to enable young people to learn about sectors with high volume occupational growth such as science, technology, engineering, arts and mathematics (STEAM).^{xxx}


London's sector-specific growth areas include: professional services, real estate, scientific and technical services, information and communications, administrative and support services; accommodation and food services; and arts, entertainment and recreation. In this context, new labour market approaches those not in education, employment or training (NEET) will be an essential component within these and other sectors to give young Londoners a 'foothold' into the workplace. Careers knowledge-led teaching includes having greater access to open source labour market intelligence/information and downloadable apps that are readily accessible for young people, teachers, parents and employers. London Councils Skills Match^{xxxi}, the UKCES 'LMI for All' open source materials^{xxxii}, the London National Careers Service LMI data^{xxxiii} and other reliable sources of information can provide such resource. These will be further developed and incorporated, where appropriate, as part of the forthcoming London Ambitions Portal.

3.6 Formation and development of careers clusters across London

The quality of careers provision could be strengthened by ***developing 'careers clusters' to share resources in improving awareness of London's labour market and supporting school and college leaders in a whole-school approach to plan and deliver careers provision.*** This approach will also further support schools, colleges and local boroughs working together to identify young people who are NEET 'at risk' students at an early stage.

Careers education, information, advice and guidance – including effective face-to-face guidance – requires considerable resources. Many schools in London are currently falling short of their statutory duties due to lack of resource, and virtually every school should be looking to improve its provision. To spread the costs of raising quality and adding new capacity, geographic or sector-based schools and further education colleges should work together in 'career clusters' of around six schools and colleges. These 'career clusters' could share resources to develop strategies informed by LMI and destination data, achieving economies of scale where necessary. The 'clusters' could extend their offering to cover local young people who are NEET depending on what resources are available.

The **London Ambitions Portal** should enable more schools and colleges to easily find high-quality careers provision designed to support the career development of all young Londoners




European Social Funds (ESF), including the ‘Promoting apprenticeships, traineeships and work experience’ strand (and potential funding from the new careers and enterprise company in England) could be drawn on to incentivise and facilitate the development of local ‘careers clusters’. There will also be peer pressure on schools and colleges to join local ‘careers clusters’ as their membership would feature in their policies and annual reports on young people’s experiences of the world of work, links with business, careers provision and destination outcomes.

3.7 The London Ambitions Portal

The **London Ambitions Portal** should enable more schools and colleges to easily find high-quality careers provision designed to support the career development of all young Londoners. Career initiatives, campaigns and services will be streamlined within a London Ambitions Portal. This will act as the single point of contact for all schools and colleges’ senior leadership teams. Work by the LEP, GLA and London Councils has identified more than 240 careers providers in London. Some have a particular focus, such as a specialist focus on aspirational talks, psychometric assessment, mentoring, STEM awareness, employability, enterprise, alumni and/or employer/employee-led activities, whilst others are professionally qualified and nationally registered careers’ specialists. The marketplace is congested and confusing. And our findings are certainly an under-estimate of the available services, programmes and products. There is vastly more activity than any one school can readily keep track of, let alone a young person and/or parent.

The volume of disparate activity has become self-defeating. Activity needs to be streamlined and redefined. A London Ambitions Portal will, for the first time, bring together contact details for all secondary schools and colleges careers and business engagement leads to make it easier for individuals and/or organisations to find information and build contacts and networks. This will build upon and complement the National Careers Service ‘Inspiration Agenda: London’.

The development of the portal is underway, led by the GLA and LEP. The value-added of every service, initiative and campaign will be assessed during the development and roll-out phases of the portal through a feedback mechanism that will be built into the site. Schools, colleges and businesses will have the opportunity to comment on their experiences. This will start to inform and raise the quality of provision and eliminate duplication.



The plethora of initiatives and programmes is as confusing for schools, colleges, employers and careers advisers as it is for young people and parents. There is similar need for streamlining and clarity about education links for London businesses. It is too often unclear at present how best they can become involved with schools and colleges. The 'Business Backs Education' Summit (October 2014) set out five 'London Asks' that feature as part of the London Ambitions Careers Offer to young people, including promotion of careers education programmes, providing work experience for young people in years 10 to 13; supporting schools and colleges in designing their careers education; exhibiting at Skills London; and creating and promoting apprenticeships to London schools and colleges.

4. What are the London Enterprise Panel, London Councils and the Greater London Authority planning to do next?

The previous section highlighted seven key elements that every young Londoner should experience to obtain the best possible careers support and outcomes from their schooling to succeed in their future working lives. *But this is only the start of the journey.* Just as London's Underground with its Oyster Card system helps citizens to navigate their way to a planned destination, this city-wide framework should help identify pathways to successful working lives for young Londoners.

It is intended as a catalyst for change and support, sparking senior leaders, teachers, managers, practitioners and, most importantly young people, to build on existing best practices in careers, enterprise and employability provision across London.

The LEP, GLA and London Councils', with the support of businesses, will continue to encourage and support more schools and colleges to improve and strengthen leadership in careers, enterprise and employability provision across London. ***We will campaign and champion the adoption of the seven recommendations and the London Ambitions Careers Curriculum by all London schools and colleges through our partnerships and investments.***

We will campaign and champion the adoption of the seven recommendations and the London Ambitions Careers Curriculum by all London schools and colleges through our partnerships and investments

4.1 Building partnerships with businesses

The UKCES *Growth Through People* (March, 2015) highlights that it is more important than ever that we reinvigorate ***practical learning for young people and, working with employers, create high-quality career pathways that develop mid- and higher-level technical skills for young people*** (p.18)^{xxxiv}. Earlier reviews of apprenticeships, by Holt (2012)^{xxxv} and Richard (2012)^{xxxvi} and more recent government policy announcements emphasise the need to empower employers and place them at the heart of maximising the impact of public investments, particularly in the design and delivery of ***apprenticeships***. In this context, the LEP, London Councils and GLA are

Businesses have an essential role to play in providing young people with experiences of the world of work in sufficient numbers and of the right type

bringing together business leaders and local authorities to develop skills and employment strategies that are embedded in local growth plans. A key consideration is how best to build genuine careers provision and leadership at a local level for sustainable growth that nurtures young people's careers, enterprise and employability skills.

The inability to secure talent with the right skills and manage talent-related costs keeps large, medium and small companies from being able to expand and launch new products or services. Many businesses report that gaps in skills are one of the biggest constraints for their companies, with a direct impact on the bottom line. London's Education Business Partnerships (EBPs) are well aware of the scale of these challenges. By failing to nurture the talent of young Londoners this is holding back productivity as well as young people's personal, social and economic growth.

The benefits for employer-school involvement for the employers themselves appear clear according to Mann et al. (2010).^{xxxvii} The benefits are reported as three-fold:

- People like working for employers who support communities, engagement with schools positively enhances recruitment and retention. Additionally, work experience could often be seen as 'the best possible interview' (p.9) and as a way of saving on the costs of recruitment.
- Employers, working with schools and colleges can help build awareness and a positive reputation within a community.
- Employees can develop skills and competencies, including supporting the learning and development of others, which are of value to their employer and are often featured in organisational competency frameworks.

Research findings also indicate that a higher level of employer contacts for older school pupils does, on average, give them advantages in early adulthood in relation to employment outcomes and earnings over their broadly matched peers without such engagement with employers (Percy & Mann, 2014^{xxxviii}).

A number of studies have contributed to an understanding of the difficulties faced by employers working with schools and colleges (e.g. CBI/Pearson, 2012; CBI, 2013). The LEP, London Councils and South East Strategic Leaders 'Connect Card'⁴, supported by a rich series of case studies, can help schools and colleges to develop effective partnerships with SMEs. This spells out the benefits of forming links with education, such as helping to produce

⁴ https://www.nfer.ac.uk/publications/IMSL03/IMSL03_home.cfm

Employers can use their unique skills to support young people's transitions and to foster innovation to tackle education challenges

work-ready employees and influencing careers education. It reinforces the key message of how vital careers, enterprise and employability skills are for all young Londoners.

Lessons learned from previous attempts to establish strong links highlight how employers can help in differing ways to: support students to develop social or personal skills (including career adaptability, resilience and employability skills); support admission processes to university and/or relevant vocational courses; create networks of value for pupils/students during and after leaving school or college; stimulate a culture of expectation and aspiration; and help pupils/students with their career decision-making (Bimrose et al, 2014^{xli}).

Employers can use their unique skills to support young people's transitions and to foster innovation to tackle education challenges. They can also involve their employees more in the decision-making process of who to help and where. Employer engagement in education represents a significant voluntary undertaking, but it doesn't just happen all by itself. The LEP, GLA and London Councils knows this happens because motivated individuals – in schools/colleges, in workplaces, in an intermediary organisation and often in all three – have decided to do something to make it happen.


Local partnerships and joint investments that support and expand young Londoners' experiences of the world of work from an early age will bring about improved life chances for individuals and families across London now and in the future.

4.2 Investments

During the next 12 months (and beyond), the LEP, GLA and London Councils will pursue effective ways of working with partners to deliver improved services for all young Londoners, including careers, enterprise and employability provision, through the European Social Fund (ESF) €750million investment for London. This includes dedicated funding that can support the London Careers Offer. For example:

- c.£8million for Careers Clusters – To establish up to 12 geographic or sector-based Careers Clusters that aim to improve the labour market relevance of education.



- 
- c.£6million for Careers Guidance – To contribute towards high quality information, advice and guidance across London that enables young people to develop the knowledge, skills and attitude they need to manage their career and support their transitions into learning and work. This programme does not aim to duplicate the work of the National Careers Service.
 - c.£13million for Youth Talent – To promote traineeship, work placement, internship, employment and apprenticeship opportunities for young Londoners to employers and an engagement approach targeting employers to take on young people into these opportunities.
 - c.£15.6million for Not in Education, Employment or Training (NEET) Outreach - To locate young people who are aged 16 to 18 and are NEET, or aged 18 to 24 and are 'under-employed' but not using Jobcentre Plus services to support their planned progression into sustained education, employment and/or training.
 - c.£3.9million for 16 to 18 Targeted NEET activities - To reduce the number of young Londoners who are NEET for extended periods and therefore are likely to suffer from reduced opportunities, low incomes and unemployment at a later stage of their lives.
 - c.£6.5million for Learning Difficulties and/or Disabilities Targeted NEET support – To provide individually-tailored support for young people aged 16 to 24 who are NEET and have learning difficulties or disabilities to help them achieve sustained education, training or employment outcomes.
 - c.£3.8million for Targeted interventions: To provide individually-tailored support for young people aged 18 to 24 year-olds who are NEET and who also have mental health difficulties, drug/alcohol abuse issues, or who are homeless, in order to help them achieve sustained education, training or employment outcomes.
 - c.£6.8million for Targeted interventions - To provide individually-tailored support for young people aged 18 to 24 who are NEET and who are migrants (from specific disadvantaged groups), care leavers, carers, teenage and/or lone parents and parents to be, or work programme leavers in order to help them achieve sustained education, training or employment outcomes.
 - c.£9.2million for Preventative NEET – To procure provision to improve participants' education, employability and personal skills so that they achieve education or training goals, improve their chances of gaining



employment/starting an apprenticeship and progress successfully in work or further learning.

- c.£5million for Intermediate Labour Markets for young people (18 to 24 year- olds) – To provide a temporary job with additional support for those young adults furthest from the labour market.

In addition, London Councils will sponsor the Careers and Enterprise Hub at Skills London to further support the goal of young Londoners accumulating at least 100 hours of experiences of the world of work by the age of 16. The GLA 'Team London' is driving forward more volunteering opportunities for young people across the city. Also, the GLA 'London Schools Excellence Fund' will continue to focus on delivering practical projects on teacher subject knowledge and pedagogy. This fund, part of the Mayor's Education Programme, has been established with £20 million from the Department for Education and £4.25 million from the GLA. It could be the basis for further development activity such as expanding teacher knowledge about labour market information.

The National Careers Service, Inspiration Agenda: London is supporting inspiration and brokerage activities between education and employers, including strengthening its working links with the Central London Careers Hub.

The government-sponsored new careers and enterprise company, announced by the Secretary of State for Education in December 2014, will be invited by the LEP, GLA and London Councils to focus on making an added-value contribution to the London Careers Offer, particularly in areas of most need.

4.3 Leading the drive to turn the London Ambitions Careers Offer into a reality

Making the London Ambitions Careers Offer work for more young people requires vision and strong leadership. This involves:

- target setting at a school and college, local borough, GLA and LEP level;
- organising, collecting and analysing careers, enterprise and employability data; and
- identifying areas of concern and enabling improvement, through closer scrutiny by city-wide and borough partnerships, now and in the future.

Enabling improvement through closer scrutiny by city-wide and borough partnerships, now and in the future

A London Ambitions Careers Curriculum will assist in developing a coherent learner journey



A little over a decade ago, London had among the worst state schools in Britain. Today, after years of combined effort by teachers, governing bodies, councils and government, they are among the best. The point is that the right policy can deliver real progress. Young Londoners deserve a new Careers Offer of the kind we are advocating here. There is much to do and no time to waste if we are to turn these proposals into practical entitlements for their benefit and for the benefit of the London economy.

The London Ambitions Careers Offer must be supported by a good understanding of a young person's 'learner journey' - from a careers, enterprise and employability perspective - as they move through schooling. The process can often seem rather opaque and solitary. A London Ambitions Careers Curriculum will assist in developing a coherent learner journey. A pedagogical checklist and practical tool - the London Ambitions Careers Curriculum - of careers experiences and learning outcomes has been designed to help illuminate this journey for London's leaders, teachers, and employers who may be new to this area of work, those who are working towards a quality standard award, and to assist educational institutions across London in planning their own particular careers curriculum.

5. The London Ambitions Careers Curriculum: developing a coherent learner journey

The macro picture: Experiences in childhood help shape our adult selves. And the one certainty is that the adults of the future will face more – and accelerating – change. There is a growing need to equip young people to cope with transitions and future challenges that will require them to be adaptable and resilient in response to new labour market demands. A fundamental question is:

‘What more needs to be done to steer a child or a whole generation of pupils away from failure and towards success?’

When it comes to the world of work, we know that children start to rule out particular occupations and make decisions from an early age. So the challenge is to:

- Keep more young Londoners switched on to learning
- Encourage them not to close down opportunities too early
- Broaden horizons and challenge inaccurate assumptions; and
- Create relevant experiences and exposure to the world of work and techniques for building employability skills, including career adaptability and resilience.

When it comes to the world of work, we know that children start to rule out particular occupations and make decisions from an early age

In formal schooling, the ‘learner journey’ moves from primary, to secondary and to tertiary experiences with different interventions, at differing levels of intensity, in differing types of institutions. London’s learning environments for the future have to be different from the 20th century learning environment in several key ways. Education in them:

- **Has to be practice-driven instead of theory-driven:** real-life situations should determine the direction of what is learned; theory (i.e. explanations) should be offered where and when needed in the context of those real-life situations

A 'learner journey' that schools and colleges can draw upon in their design and implementation of the London Ambitions Careers Offer for all young people

- **Must become dialogical in nature:** the meaning of real-life experiences in the context of future work roles become progressively more clear as a result of a dialogue with others
- **Needs to provide space for students to have their say** in decision-making when it comes to the form and content of their own learning and personal development.^{xliii}

The micro picture: A 'learner journey' that schools and colleges can draw upon in their design and implementation of the London Ambitions Careers Offer for all young people is provided below. The findings draw upon 'tried and tested' careers, enterprise and employability programmes within and outside of London, as well as the Department for Education (DfE) Statutory Guidance and Guidelines on careers education, information, advice and guidance in schools and colleges (past and present (2010-2015)); Ofsted Inspection criteria for schools and colleges; the Association for Careers Education & Guidance/Career Development Institute (CDI) Framework for careers education and work-related education (2012); and other evidence-based research, policy and practice findings (See: Annexe B).

This Pan-London Careers Curriculum framework is designed to act as stimuli material for collective action by senior leaders, middle managers, teachers, careers and enterprise specialists, businesses, local authorities and other relevant government agencies working with young Londoners in differing education and community settings.

The framework⁵ aims to support people working in schools, colleges and other community settings to help all young Londoners to develop positive mind-sets about their future and their ability to exert control over new situations, including taking action and responsibility in learning about jobs, skills and opportunities to grow and develop to the best of their ability. It also needs to inform young Londoners' education choices as they work towards successfully achieving their own future goals.



⁵ This may also be integrated within the 'London Schools Gold Club' - the Mayor's recognition scheme for schools that do exceptionally well, especially for the most disadvantaged

An overview of the London Ambitions Careers Curriculum Key Stages 2 to 5 (from pre-11 years old to 19 years old)

Key Stage 2 Ages 7-11	Key Stage 3 Ages 11-14	Key Stage 4 Ages 14-16	Key Stage 5 Ages 16-18
Awareness about careers now and in the future: widening horizons and not closing down options	Knowledge about careers and the impact of making option choices and decisions	Knowledge about careers and experience in the world of work	Experience of and exposure to the world of work, career adaptability and resilience

The Careers Curriculum below provides a pedagogical checklist for London’s academies, maintained schools, community schools, foundation schools, independent schools, sixth form colleges, further education colleges, pupil referral units (PRUs) and alternative provision. The indicative content provides:

- Objectives to inform and support pupil’s/student’s learning outcomes
- Activities to stimulate action as part of their learner journey
- Examples of careers, enterprise and employability resources to support enquiry-based learning (See: Annexe C).

Timelines for delivery of the London Ambitions Careers Curriculum will be determined by each institution as part of their own self-improving whole-school or college system. This will provide robust evidence to Ofsted in response to its new Common Inspection Framework, including inspection of 16 to 19 Study Programmes. Additionally, the London Ambitions Portal will provide further support and provide more detailed information for schools, colleges, universities, local authorities, and training providers on high quality resources that contribute to achieving positive learning outcomes for young people across London. Visit: <https://www.london.gov.uk/priorities/schools-and-education/for-teachers/london-ambition/about-london-ambitions>

For more details on the Department for Education (DfE) Statistical First Release ‘Destinations of Key Stage 4 and Key Stage 5 students, 2012/13’ - Visit: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/397946/SFR01-2015_DESTINATION_MEASURES.pdf



Key Stage 2 - By the age of 11 years-old

Awareness about careers now and in the future: widening horizons and not closing down options

This framework is designed to build upon the London Curriculum⁶, currently in a third of London's secondary schools which bring to life the new national curriculum inspired by the capital's cultural, heritage and scientific institutions. The London Curriculum for Key Stage 2 will be launched in 2016. It will reference and signpost careers work that supports all primary schools, including children with special educational needs and disabilities. Through the lens of a truly global capital, pupils can be introduced to and learn from an early age about people's working lives in their city, their country and how this connects with their own learning and the wider world. It aims to provide a foundation for children's imagination about the world of work; helping children to build up social, cultural, mental and emotional resources that will influence their ideas and aspirations now and in the future.

'What questions do my pupils need to be able to answer in order to achieve a positive learning outcome?'

This practical approach supports London's primary schools to draw upon and customise relevant learning outcomes and consider: 'What questions do my pupils need to be able to answer in order to achieve a positive learning outcome?' It builds on best practice in London's schools on children's development, learning needs and capabilities and ensures teacher education is fully informed from this perspective. It should also inform work with parents and carers, as well as governors, employers/employees and other interested local community groups.

London Ambitions Careers Curriculum: Objectives/Learning Outcomes^{xliii}

- Enable pupils to learn about themselves and develop a better view of their self-efficacy
- Increase pupils' awareness of career/work opportunities
- Increase pupils' understanding of the link between education, qualifications, skills and work opportunities, prepare pupils for adulthood from the earliest years
- Recognise gender stereotypes and identify opportunities to overcome barriers

⁶ <https://www.london.gov.uk/priorities/schools-and-education/for-teachers/london-curriculum>

Through the lens of a truly global capital, pupils can be introduced to and learn from an early age about people's working lives in their city

- Develop pupils' evolving perception of their own potential place in a future world of work
- Expose pupils (and teachers) to businesses and the world of work to develop a realistic view of differing occupations and sectors skills gaps
- Ameliorate restricted views by broadening horizons, raise aspirations for pupils with special educational needs and disabilities
- Engage parents/carers' attitudes, perceptions and aspirations relating to their children's education and career choices

London Ambitions Careers Curriculum: Activities to support the achievement of learning outcomes

- **Role models** e.g. inspiring people; employers offer at least one hour of their time to primary schools e.g. Primary Futures
- **Taking pupils on visits** e.g. offering encouragement about their futures
- **Opportunities to learn about what work is like** or what it takes to be successful in the workplace
- **Curriculum integration** e.g. role play to help pupils see the connection between education, work and lifestyle; link with science, technology, engineering and mathematics (STEM) helping raise pupils' aspirations
- **Cross-curricular work** e.g. visits combined with classroom work on science, history, ICT, literacy and numeracy etc.
- **Curriculum work on enterprise education and personal finance education** e.g. taking pupils on public transport to explore their city centre and to spot the different types of jobs en route; meeting people who have started up their own business; enterprise passport activities
- **Pupils writing letters to organisations** in order to set up visits, or to thank visitors, and/or working out the cost of visits
- **Talks about the local community and visits to places** in or outside of the community to carry out interviews about past and future work
- **Take pupils to a university, college, meet an apprentice, an employee, a supported intern etc. link to literacy, maths & science.** Encourage pupils to think beyond 'known familial or experienced occupations'



- **Explain the option choice system** to help pupils see the connection between their schooling and opportunities in the future
- **Mentoring scheme** with Year 9 pupils from a local school
- **One-off events** e.g. drama production
- **Particular events** e.g. Apprenticeship Week, Enterprise Week, Industry Day, Community Day, A Graduates Day and/or an Awards Day to boost confidence and self-esteem
- **Parents and carer workshops** in school and in the local community using images or metaphors to discuss past, present and future education and labour market trends

Also, see Annexe C – Some suggested careers, enterprise and employability resources.

Research findings – the evidence base

Children begin to eliminate their least favoured career options between the ages of nine and 13. By those ages, it is argued they will have abandoned the ‘fantasy’ careers associated with the very young and have started to become more aware of potential constraints on their occupational choice.^{xiv}

Children learn about careers through the influence of life contexts such as family. Watson, McMahon and Stroud (2012) cite theory and research demonstrating how the occupational aspirations of Black South African children from low socio-economic backgrounds aspire to high status careers that are gender traditional.^{xv}

Children’s aspirations have a relationship with their classroom behaviour. Findings from a research study at the London Institute of Education highlight **most seven-year-olds have “realistic” rather than “fantasy” aspirations** – for example, they want to be a police officer rather than a dragon.^{xvi}

Children’s attitudes to science and science careers typically intersect with gender, ethnicity and class in ways that do not support the government’s policy aspirations for social mobility.^{xvii}

Parents of young people with special educational needs and disabilities’ expectations about work as a realistic outcome for their children rose from 48 per cent to 74 cent at the end of the ‘Inspired to Work’ project.^{xviii}

Key Stage 2 Pathfinder Pilots across England showed pupils involved in the pilots demonstrated increased awareness, knowledge and understanding of types of employment and pathways to get there. The Pathfinder intervention was associated with an increase in career-related learning activity in the 7 schools in comparison to what other similar schools were doing. School staff reported the pilot had suited their school ethos and assisted in broadening horizons of pupils, increasing their resilience and confidence and encouraging greater realism in their future expectations. The Pathfinder interventions had helped to raise pupils’ aspirations for the future and extend their horizons about what they could do in the future.^{xix}



Key Stage 3 – By the age of 14 years-old

Knowledge about careers and the impact of making option choices and decisions

The London Curriculum is currently a Key Stage 3 education programme designed to help teachers bring the new national curriculum to life inspired by the capital's cultural, heritage and scientific institutions. Curriculum materials for teachers are aimed at supporting learning inside and outside the classroom and showcase a wide range of London institutions. New and updated resources will incorporate careers-related features and sign-posting for Key Stages 3 & 4 and post-16 subject options and choices for all young Londoners, including young people with special educational needs and disabilities, those in alternative provision and those in pupil referral units (PRUs).

As a global city, there is a growing commitment in London schools, colleges, training providers and other community agencies to embed the following '4 Rs' in curricular and extra-curricular activities, namely:

- **Recognition** – Students need to understand why they need to take action to develop their career learning and employability skills
- **Reach** – Students need exposure to career learning episodes using real life examples from a variety of sources
- **Record** – Students need to record their formal and informal experiences of the world of work to help them understand what has been learnt and their skills development needs
- **Reward** – Students need to be incentivised to build a digital portfolio to inform and support their future working lives.

Students need to understand and think through the options open to them in terms of their future learning and work opportunities. And they will need to repeat that process at stages throughout their education and working lives. Effective assessment for learning involves: "sharing learning outcomes and performance measures with students helping them understand the standards to aim for, providing feedback that helps student/clients to identify how to improve their skills, making the assessment process and the recording of it as straightforward as possible."⁷

Students need to understand and think through the options open to them in terms of their future learning and work opportunities

⁷ The ACEG/CDI framework for careers and work-related education: a practical guide. p.32 [Online]. Available at: <http://www.cegnet.co.uk/uploads/resources/ACEG-Framework-final.pdf>



This practical approach supports teachers to draw upon and customise relevant learning outcomes and consider: 'What questions do my students need to be able to answer in order to achieve a positive learning outcome?' It can also inform work with parents and carers, as well as governors, employers/employees and other interested local community groups.

London Ambitions Careers Curriculum: Objectives/Learning Outcomes

SELF DEVELOPMENT

- Students understand themselves and the influences on them
- Students can identify ways of staying positive about who they are, what they can achieve and how other people see them
- Students understand how to write a Curriculum Vitae (CV) and create a digital portfolio and gain experience of applying this in practice
- Students and parents/carers understand the National Curriculum Framework

CAREER EXPLORATION

- Students investigate opportunities in learning and work
- Students work with partners in private and public businesses where they jointly set and solve problems together
- Students can access and use labour market information about career paths to inform their own decisions on study options
- Students are aware of the laws and by-laws relating to young people's hours of work and part-time jobs

CAREER MANAGEMENT SKILLS⁸

- Students feedback they have the information and advice they need to make their 14 to 16 choices
- Students make and adjust plans to develop career adaptability and resilience in managing their current transitions

RESILIENCE, DETERMINATION and GRIT

- Students can identify personal motivation, strengths, weaknesses, learning/work interests and ideas

⁸ Career Management Skills are defined as "a range of competences which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions" (European Lifelong Guidance Policy Network (ELGPN), 2012, p.21)

Students can recognise how work and economic independence affect personal wellbeing

- Students can identify how an individual's perceptions and expectations of themselves can change in the light of contact with people from different learning and work settings
- Students can identify ways of finding opportunities that will be rewarding
- Students can recognise how work and economic independence affect personal wellbeing
- Governors, teachers, parents and carers should also be encouraged to access and make use of London's labour market intelligence/information and destination outcomes to support their learning and that of others

London Ambitions Careers Curriculum: Activities to support the achievement of learning outcomes

- **Provide data on career destinations and aspirations** e.g. identify sector or job areas for exploration; produce a whole year group questionnaire for review; use destination data
- **Identify skills needed and valued in the workplace** e.g. project focused on problem-solving and communication skills; role play involving leadership, teamwork, coaching, networking and peer support roles
- **Mock interview/working interview** e.g. with teachers, employers/employees, careers specialists including mentors, advisers, coaches, enterprise advisers etc.
- **Contact with young ambassadors** e.g. alumni from universities, colleges, sixth form, special schools and colleges, apprentices/trainees/supported interns, employees, entrepreneurs sharing their career stories
- **Labour market intelligence/information** e.g. use of apps for assessing labour market trends including salaries, competition for jobs and career opportunities
- **Option choices** e.g. a range of planned support for subject choices and career decision-making
- **Personal guidance** e.g. contact with an impartial and qualified careers adviser/ preparing for adulthood transition coordinator; conversations with employers, employees; online social networks

- **Create opportunities to learn about what work is like** or what it takes to be successful in the workplace **with employer/employee involvement** e.g. Big Bang Fair, Speakers for Schools etc.
- **Global Entrepreneurship Week and/or Enterprise Activities/ Competitions** including financial literacy, fund raising events and links to the world of work e.g. business enterprise challenge where pupils work in teams to develop a business plan for a new commercial venture (shop, café etc.), inspired by local and national entrepreneurs
- **Talks and visits on career routes and destinations** e.g. within specific industries, occupational areas, including speakers' activities to enrich the learning experience and subjects. Use this to recognise and challenge the stereotypes that limit choices and opportunities
- **Contact with industry experts** e.g. mentoring, confidence building, learning about work opportunities, talking about self and their Curriculum Vitae (CV) work experience, supported work experience.
- **Cross-curricular theme** e.g. career dialogue embedded in all subject areas with identified links between other areas such as work-related learning, and wider activities (e.g. extra-curricular and enrichment)
- **Career-related learning activities for certain target audiences** e.g. visit to a place of work; presentation by sector skills organisations
- **Achieve a Recognition Award(s)** e.g. School Award, Duke of Edinburgh Award, Warwick Enterprise Award etc.
- **Attend a Skills Show or Careers Fair** e.g. Big Bang event gives exposure to STEM careers, Skills London etc.
- **Work with local primary school pupils** e.g. positive support for children's thinking about education, work and enterprise
- **Extra-curricular club for interested pupils** e.g. visits to places to understand more about training and employment opportunities
- **Parents Evening:** Option Choice with representatives from providers and careers specialists, including optional workshops on career management skills, including careers adaptability and resilience, routes to support, routes to employment

- **Lessons exploring the importance of school subjects on careers and enterprise** e.g. work simulations

See Annexe C – Listing of careers, enterprise and employability resources.

Research findings

Today, the average person changes jobs 10 to 15 times (with an average of 11 job changes) during his or her career, which means a good amount of time is spent changing employment.ⁱ

There was little relationship between the career aspirations of 11,000 teenagers in England and the projected distribution of new and replacement jobs predicted to emerge over the next decade.ⁱⁱ There are serious concerns about skills gaps and skills mismatch contributing to the misalignment of the British youth labour market.

There is a statistically significant positive relationship between the number of employer contacts a person between the ages of 14 and 19 experiences in school, and their confidence in progressing towards their career goals, the likelihood of them not being in the NEET category and their earnings at 19 to 24. For example, those who recalled four or more employer-related activities were five times less likely to be NEET and earned 16 per cent more than peers who recalled no activities at all. These findings were not linked to highest level of qualification.ⁱⁱⁱ

Work-related education enables students to learn the knowledge, skills and attitudes that will enable them to understand and succeed in the world of work. It makes extensive use of employer engagement to deliver active and experiential learning activities in and beyond the classroom. This can have a positive effect on destinations measures and soft outcomes for young people, such as improved attitudes, self-confidence, aspirations and decision-making skills.ⁱⁱⁱⁱ

The potential for career learning in vocational education is restricted unless there is an explicit opportunity for young people to engage in regular career dialogue.^{iv}

The shift in responsibility from the local authority to schools has, to some extent, opened up the potential for more flexibility in terms of careers education, information, advice and guidance (CEIAG) work in London schools.^v

Key Stage 4 – By the age of 16 years-old

Knowledge about careers and experience in the world of work

This framework adopts a relentless focus on Key Stages 3 and 4 and post-16 subject options and choices for all young Londoners, including young people with special educational needs and disabilities, those in alternative provision and those in pupil referral units (PRUs).

Across London, there is an urgent need for all young Londoners to:

- understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living;
- assess their own state of readiness to progress smoothly into further education/training or employment after leaving school or college and know about financial risks, benefits and/or uncertainties; and

This framework adopts a relentless focus on Key Stages 3 & 4 and post-16 subject options and choices for all young Londoners

- appreciate the importance of Key Stage 4 and post-16 subject choices on longer-term work and career options.

More complex careers, with more options in both work and learning, are opening up new opportunities for many people. But they are also making decisions harder as young people face a sequence of complex choices over a lifetime of learning and work. In an intensely competitive global marketplace, London's future workforce will need a capacity for career adaptability and agility unmatched in the past.

As part of the arrangement for Raising the Participation Age, all 16 to 19 year-olds will be expected to undertake 'Study Programmes' which will be either an academic programme, a substantial vocational qualification recognised by employers traineeship or a Supported Internship.

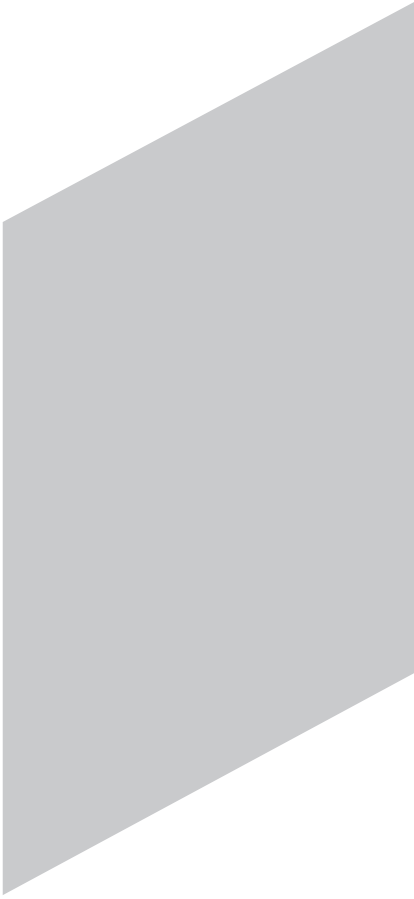
This practical approach supports teachers to draw upon and customise relevant learning outcomes and consider: 'What questions do my students need to be able to answer in order to achieve a positive learning outcome?' It can also inform work with parents and carers, as well as governors, employers/employees and other interested local community groups.

London Ambitions Careers Curriculum: Objectives/Learning Outcomes

SELF DEVELOPMENT

- Students have an up-to-date CV and a digital portfolio with testimonies of formal and informal achievements that demonstrate a range of employability skills
- Students are able to investigate opportunities for learning and work on their own
- Students can set challenging but realistic learning and work goals
- Students can articulate what motivates them, their strengths and their learning/work preferences
- Students understand that they are guaranteed an offer of a place in learning after Year 11 and Year 12 and know how to access this offer
- Students learn techniques for sifting and sorting accurate versus inaccurate or incomplete careers information
- Students are able to identify information for partiality and bias





Students know how to access personalised and face-to-face information, advice and guidance

- Students are able to recognise and challenge stereotypical views of opportunities in learning and work
- Students are able to make challenging but realistic plans for their future learning and work
- Students feedback that they have the skills that they need to plan and manage their next steps

CAREER EXPLORATION

- Students investigate the full range of options available to them in learning and work
- Students work with partners in private and public businesses where they jointly set and solve problems together
- Students understand the skills and qualifications that they need to pursue their ambitions
- Students know how to access personalised and face-to-face information, advice and guidance (including from specialist agencies) at times, and in ways that reflect their needs

CAREER MANAGEMENT SKILLS⁹

- Students can follow applications procedures and prepare for interviews
- Students understand the relevance to their future lives of each part of the curriculum
- Students have been positively challenged to consider opportunities that they might not otherwise have considered
- Students consider learning and work options that are not generally associated with their school
- Students understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options
- Students understand how online applications work and how best to use these e.g. National Apprenticeship Service and other common application processes
- Students understand the added-benefits of remaining in learning

⁹ Career Management Skills are defined as "a range of competences which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions" (European Lifelong Guidance Policy Network (ELGPN), 2012, p.21)



RESILIENCE, DETERMINATION and GRIT

- Students recognise and know how to access learning options in and beyond the school that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background
- Students recognise barriers to the achievement of their plans and understand how these can be overcome
- Students are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances
- Students consider learning and work options that are not generally associated with their school
- Students influence the design and delivery of careers support services
- Students feed back that they have received personalised support that they have needed to make informed choices
- Students know how to access information about community, voluntary and self-employment opportunities
- Students consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background
- Students feed back that they are satisfied with the decisions that they have made

London Ambitions Careers Curriculum: Activities to support the achievement of learning outcomes

- A Curriculum Vitae (CV) and personal digital profile update e.g. artefact based on developing and recording accumulated work experience, achievements in formal and informal learning, capturing key employability skills
- Achieve a Recognition Award(s) e.g. School Award, Duke of Edinburgh Award, Warwick Enterprise Award etc.



Create opportunities to learn about what work is like or what it takes to be successful in the workplace with employer/employee involvement

- Create opportunities to learn about what work is like or what it takes to be successful in the workplace with employer/employee involvement
- Individual careers interviews/group work for pupils e.g. personal guidance including peer support, contact with an impartial and qualified careers adviser/preparing for adulthood transition coordinator; conversations with employers, employees; online social networks
- Labour market intelligence/information e.g. use websites, mobile apps and face-to-face careers support for assessing labour market trends e.g. salaries, prospects, opportunities
- Talks and visits on career routes and destinations e.g. within specific industries, occupational areas including speakers' activities to enrich the learning experience and subjects. Also, recognise and challenge the stereotypes that limit choices and opportunities
- Contact with industry experts e.g. mentoring, confidence building, learning about work opportunities, talking about self and their CV, work experience, supported work experience, National Careers Week etc.
- Cross-curricular theme e.g. career dialogue embedded in all subject areas with identified links between other areas such as work-related learning, and wider activities (e.g. extra-curricular & enrichment)
- Career-related learning activities for certain target audiences e.g. visit to a place of work; presentation by sector skills organisations
- Talk to visitors who have invested in different forms of learning such as Apprenticeships, Supported Internships, Foundation degrees, e-learning, evening classes, etc. and investigate the financial return on investment from study options
- Write a letter to themselves to be opened in five years' time
- Lessons exploring the importance of school subjects on careers and enterprise e.g. projects led by students and facilitated by the teacher
- Role models e.g. inspirational speakers, mentors, coaches, including 'Inspires Me Week'
- Option choices and decisions e.g. a range of planned support for subject choices and career decision-making, including Assemblies, Talks, Projects exploring pupils' individual strengths, weaknesses and aspirations

- Visits to employers, work based training providers, colleges, universities, etc.

See Annexe C – Listing of careers, enterprise and employability resources.

Research findings

Skills have become the global currency of the 21st century. Without proper investment in skills, people languish on the margins of society technological progress does not translate into economic growth, and countries can no longer compete in an increasingly knowledge-based global society.^{lv}

The use of wikis and downloadable apps for careers learning is an emerging positive way forward for a modern self-improving school and college.^{lvii}

Young people who were uncertain or unrealistic about career ambitions at 16 went on to be three times more likely to spend significant periods of time being NEET as an older teenager than comparable peers.^{lviii}

42 per cent of European teachers have a high or moderate level of need for professional development in careers provision as shown in the OECD Teaching and Learning International Survey TALIS (2013)^{lix}

Research findings by Morris et al (2000) demonstrated that career education and guidance made a positive contribution to the effectiveness of a school. This provided a vehicle to refocus the curriculum, by supporting students' self-esteem and motivation, by reducing drop-out rates and as a means of increasing the relevance of the curriculum to young people's lives. They also found that such benefits were strongest where there was a strong buy-in across the leadership and delivery teams.^{lx}

Key Stage 5 – By the age of 19 years old¹⁰

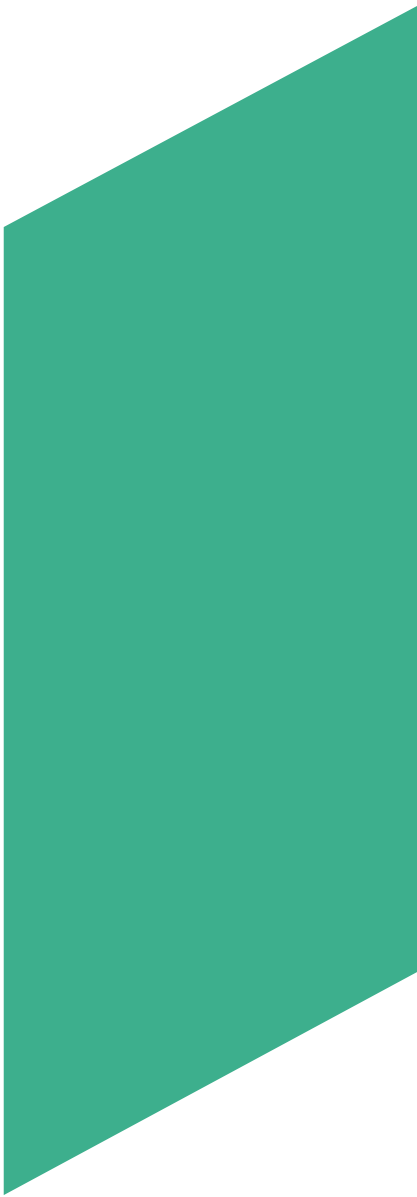
Experience of and exposure to the world of work, career adaptability and resilience

Young Londoners are not just competing with each other and the rest of the UK for jobs - they are also competing on a global basis. This framework adopts a continued relentless focus on the London Curriculum¹¹ and brings to life ways of presenting post-16 options and choices for all young Londoners, including young people with special educational needs and disabilities, those in alternative provision and those in pupil referral units (PRUs).

As part of the arrangement for Raising the Participation Age, all 16 to 19 year-olds will be expected to undertake 'Study Programmes' which will be either an academic programme, a substantial vocational qualification recognised by employers traineeship or a Supported Internship. 16 to 19 study programmes should provide a clear structure to ensure that every young person has a challenging individualised learning programme, designed to support their development and progression in line with their future career plans.

¹⁰ This may be extended up to 25 year olds for young people with special educational needs or disabilities
<https://www.london.gov.uk/priorities/schools-and-education/for-teachers/london-curriculum>

¹¹ <https://www.london.gov.uk/priorities/schools-and-education/for-teachers/london-curriculum>



In London, 25 per cent of Year 12 (Level 3) students dropped out of their sixth form before the age of 18. The proportion of young people in Apprenticeships and jobs with training stood at half the England average in 2014 and had fallen over the previous 12 months (London Councils, 2014). In view of this and other key factors, each young person needs highly effective careers education, independent information and guidance to support them in ever more complex routes to adulthood.

The 'five big transition events' for young people moving into adulthood may include some or all of these examples: the completion of education, entry into paid employment, partnership and/or parenthood, as well as independent living arrangements.

Almost every young Londoner should by the age of 19 secure at least Level 2 qualifications in English and mathematics. For some young people with special educational needs, whilst attainment of GCSEs in mathematics or English might not be achievable we still have the highest aspiration for their progress throughout their experiences of schooling and the world of work beyond to the age of 25. The London Careers Curriculum offer for all young people should be of the highest quality which both challenges and supports them to make maximum progress.

London Ambitions Careers Curriculum: Objectives/Learning Outcomes

SELF DEVELOPMENT

- Students have an up-to-date Curriculum Vitae (CV) within their digital portfolio with testimonies of formal and informal achievements that demonstrate a range of employability skills
- Students know how to use individual learning and career planning to help them make progress, reflect on their achievements and maintain challenging but realistic learning and work goals
- Students research and interpret information about their personal, learning and work options
- Students analyse and interpret labour market trends in the economic sectors that interest them
- Students feed back that they have the skills that they need to plan, manage and develop their careers
- Students evaluate the impartiality and accuracy of their sources of careers information when considering opportunities in learning and work

In London, 25 per cent of Year 12 (Level 3) students dropped out of their sixth form before the age of 18



- Students develop their self-understanding and expand their horizons for action, taking into account their changing personal, educational, social and economic circumstances.

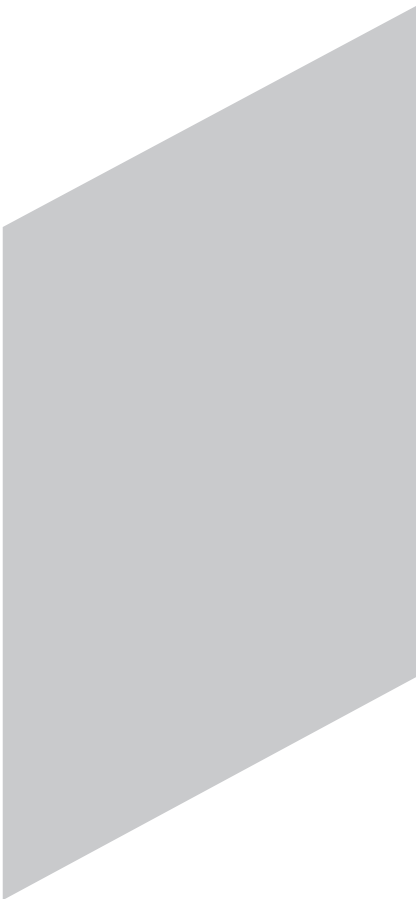
CAREER EXPLORATION

- Students evaluate and know how to choose learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background
- Students recognise and use the attributes and skills needed to take responsibility for making the most of their choices in learning and work
- Students know how to be a discerning user of formal and informal information, advice and guidance to help them with their decision-making.

CAREER MANAGEMENT SKILLS¹²

- Students identify the skills and qualifications they need to pursue their preferred pathway and evaluate their progress in gaining them
- Students develop personalised plans to support their further progression in learning and work
- Students feed back that they have received relevant and knowledgeable personalised support that they have needed with their learning and work plans
- Students access and use the full range of information sources on opportunities in learning and work, including taking a gap year and self-employment
- Students evaluate the opportunities for progression post-18, including to higher and advanced further education, Apprenticeships, self-employment, supported employment and employment with professional training
- Students evaluate the opportunities, benefits and drawbacks of choosing different forms of work such as employment, self-employment and voluntary work in their next career move
- Students evaluate the opportunities afforded by self-employment in specific sectors

¹² Career Management Skills are defined as "a range of competences which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions" (European Lifelong Guidance Policy Network (ELGPN), 2012, p.21)



- Students evaluate the opportunities, benefits and drawbacks of participating in different forms of voluntary work and community activities for individuals and society.

RESILIENCE, DETERMINATION and GRIT

- Students know how to manage their own money and, where appropriate, how to apply for financial support for higher education and other potential options
- Students are aware of opportunities within European and international labour markets in the economic sectors that interest them
- Students understand their responsibilities and rights in relation to terms and conditions of employment and health and safety regulations
- Students feed back that they have had the information and advice they have needed to make their choices of what to do next
- Students evaluate the impact of positive challenges by people in different learning and work settings on their performance and aspirations
- Students develop a positive self-concept based on maintaining realistically high aspirations, confidence and self-esteem and taking into account challenge and feedback from others
- Students can explain how they will realise their expectations of work
- Students recognise when advice provided from formal or informal sources may be inaccurate or incomplete
- Students apply personal strategies for countering the stereotypes that limit choices and opportunities for them and other people
- Students evaluate different strategies for managing transitions to non-traditional and unexpected opportunities.

Students evaluate the impact of positive challenges by people in different learning and work settings on their performance and aspirations

London Ambitions Careers Curriculum: Activities to support the achievement of learning outcomes

- ***A Curriculum Vitae (CV) and personal digital profile update*** e.g. artefact based on developing and recording accumulated work experience, achievements in formal and informal learning, capturing key employability skills



- **Provide data on career aspirations** e.g. identify sector or job areas for exploration. Whole year group questionnaire for review
- **Individual careers interview(s)/group work for pupils** e.g. personal guidance including peer review support, contact with trained careers adviser and employers
- **Labour market intelligence/information** e.g. use of websites, apps and face-to-face careers support used for assessing labour market trends e.g. salaries, prospects, opportunities
- **Talk to visitors** who have invested in different forms of learning such as Apprenticeships, foundation degrees, e-learning, evening classes, etc. and investigate the financial return on investment from study options
- **Review achievements and awards** e.g. opportunities and skills gained from work experiences, enterprise activities
- **Write an article** on 'the person who has influenced me most in my life'
- **Discuss how to deal with successes and setbacks** e.g. draw upon first hand experience of self and others
- **Interview visitors** from the world of work to find out more about their own approach to career adaptability and resilience. Present findings and discuss the relevance of this to making career decisions
- **Peer-assess** other students' assignments
- **Identify how to maintain a network of contacts and supporters** when looking for work
- **Make a podcast** about themselves and how they see themselves 10 years in the future
- **Examine the pros and cons** of using family and friends as sources of careers information and advice
- **Identify the three most important values** that would influence their decision whether or not to take a job that was offered to them
- **Write a letter to themselves** to be opened in five years' time



- **Analyse stories in the media of individuals who have dealt with barriers in their careers**, including gender stereotyping
- **Investigate the advantages and disadvantages of different learning personal styles** when managing transitions
- **Lessons exploring the importance of school subjects on careers & enterprise** e.g. projects led by students and facilitated by the teacher
- **Role models** e.g. inspirational speakers, mentors, coaches
- **Encounter(s) with an employer(s)**
- **Visits to employers, work based training providers, colleges, universities, etc.**
- **Insight to financial management strategies** e.g. coping with risk and/or financial uncertainty
- **Applying for post-18 options** e.g. multiple applications (as a part of a back up) planned approach
- **Skills needed and valued in the workplace** e.g. individualised/team project presentation and communication skills supported through project(s) on problem-solving, leadership and teamwork, coaching, networking, peer support
- **Mock interview/working interview experience** e.g. with teachers, employers and/or careers advisers, including a review of what the student did at a previous decision point and explain what they will do the same or differently next time
- **Taster Days** e.g. University and Apprenticeship Taster, Take Your Daughter to Work Day
- **Links with young ambassadors** e.g. alumni from universities, colleges, special schools and colleges, sixth form, apprentices/trainees/supported interns, employees, entrepreneurs, STEM ambassadors
- **Global Entrepreneurship Week and/or Enterprise Activities/Competitions** including financial literacy, fund raising events and links to the world of work e.g. business enterprise challenge where pupils work in teams to develop a business plan

Skills needed and valued in the workplace e.g. individualised/team project presentation and communication skills supported through project(s)

- **Talks and visits on career routes** e.g. within specific industries, occupational areas including speakers' activities to enrich the learning experience and subjects. Also, to recognise and challenge the stereotypes that limit choices and opportunities for them and other people
- **Contact with industry experts** e.g. mentoring, confidence building, learning about work opportunities, talking about self and their CV, work experience, supported work experience, skills, National Careers Week etc.
- **Cross-curricular theme** e.g. career dialogue embedded in all subject areas with identified links between other areas such as work-related learning, and wider activities (e.g. extra-curricular & enrichment)
- **Attend a Big Bang event** e.g. further exposure to STEM careers and key contacts
- **Attend Skills London Show Experience** e.g. further exposure to STEM careers and key contacts
- **Work with local primary school pupils** e.g. positive support for children's thinking about education, work and enterprise
- **Extra-curricular club for interested pupils** e.g. visits to places to understand more about training and employment opportunities, routes to supported employment
- **Parents Evening:** Option Choices with representatives from opportunity providers and careers specialists, including optional workshops on career management skills, including careers adaptability and resilience techniques

See Annexe C – Listing of careers, enterprise and employability resources.

Research findings

A key feature of young people's transitions is the increasing polarisation between those who remain in education and gain qualifications and those who leave school as soon as they can, often with few qualifications. These poorly qualified young people run a high risk of marginalisation in the labour market and in society more generally.^{lxii}

Around three-quarters of higher education graduates thought they possessed all the skills employers were looking for when recruiting for the type of job they wanted, but just over three fifths believed they were using these skills in their jobs.^{lxiii}

Young people, with all levels of qualifications, are struggling to compete with older workers for the jobs which are available in our economy. In spite of being, on average, more highly qualified, and bringing more years of education than any previous generation, many young people today face unemployment rates which are now some three times greater than adults over 24.^{lxiii}

If youth unemployment continues at current rates, by 2022 costs to the exchequer and lost output to the economy are estimated at £28 billion. That's on top of the human and social costs.^{lxiv}

6. Annexes

Annexe A: Acknowledgements

We are extremely grateful to members of the joint London Enterprise Panel, London Councils and Greater London Authority Careers Senior Advisory Group and others who have contributed in meetings and provided invaluable support to inform the contents of the London Ambitions Careers Offer and the London Careers Curriculum.

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Mike Thompson	Head of Early Careers, Barclays Bank
Mary Vine-Morris	Regional Director, Association of Colleges

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This report was written on behalf of the London Enterprise Panel and London Councils by Dr Deirdre Hughes OBE, Director, DMH & Associates Ltd and Associate Fellow, Warwick University, Institute for Employment Research (IER).

Visit: <http://deidrehughes.org> and <http://www2.warwick.ac.uk/fac/soc/ier/people/assocfellows/>

Annexe B: Policy, Research & Practice

In chronological order, examples of policy, research and practice papers that have informed the design and development of the London Ambitions Careers Offer are provided below:

- 1 CBI: *Time well spent: embedding employability in work experience* (2007) – www.educationandemployers.org/wp-content/uploads/2014/06/time-well-spent-cbi.pdf
- 2 The London Enterprise Panel: *Jobs and Growth Plan* (April 2013) – [www.london.gov.uk/sites/default/files/Jobs per cent20 per cent26 per cent20Growth per cent20Plan per cent20for per cent20London.pdf](http://www.london.gov.uk/sites/default/files/Jobs%20per%20cent26%20per%20cent20Growth%20Plan%20for%20London.pdf)
- 3 London Councils: *Pioneering Careers Work in London: A framework for leadership and delivery of careers work in schools and colleges* (September 2013) – www.londoncouncils.gov.uk/node/3913
- 4 Ofsted's report: *Going in the right Direction?* (September 2013) – [www.thecdi.net/write/Going_in_the_right_direction_\(Ofsted_Report\).pdf](http://www.thecdi.net/write/Going_in_the_right_direction_(Ofsted_Report).pdf)
- 5 The National Careers Council's two formal reports to Government (July 2013; September 2014) – www.gov.uk/government/collections/national-careers-council; https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/238841/bis-13-1176-inspiration-vision-statement-R2.pdf
- 6 BIS and DfE: *Careers Guidance Action Plan: Government Response* (September 2013) – www.gov.uk/government/uploads/system/uploads/attachment_data/file/238791/Careers_Guidance_Action_Plan.pdf
- 7 Skills Funding Agency: *A Difference that Counts: the National Careers Service One Year On* (September 2013) – readingroom.lsc.gov.uk/sfa/National_Career_Service_One_year_on.pdf
- 8 The Worshipful Company of Educators: *The Masters Seminar Series 2014: A Spotlight on Careers Advice and Guidance (January 2014)* – [www.co-educators.com/documents/Master's per cent20Seminar per cent20Series per cent202013-14.pdf](http://www.co-educators.com/documents/Master's%20Seminar%20Series%202013-14.pdf)
- 9 Association of Colleges (AoC): *A Fresh Look at Careers Guidance* (February 2014) – www.aoc.co.uk/news/fresh-look-careers-guidance

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- 10 Lord Young's report to Government: *Enterprise for all: the relevance of enterprise in education* (June 2014) – www.gov.uk/government/publications/enterprise-for-all-the-relevance-of-enterprise-in-education
 - 11 DfE 2014 *School and College Performance Tables: Statement of Intent* (July 2014) – www.education.gov.uk/schools/performance/download/Statement_of_Intent_2014.pdf
 - 12 Institute of Education, University of London: *What's happening with 17+ participation, attainment and progression? Report No 3 Colleges in London* (September 2014) – www.ioe.ac.uk/Research_Centres/Report_3_Colleges_in_London.pdf
 - 13 Greater London Authority (GLA): *Business Backs Education Summit: Five London Asks* (October 2014) – businessbackseducation.org
 - 14 Secretary of State for Education (Nicky Morgan, MP) formal announcement of a new independent Careers and Enterprise Company (HoC, December 2014) – www.gov.uk/government/speeches/nicky-morgan-speaks-about-young-people-and-work
 - 15 BIS Research Paper No 206: *Understanding the link between employers, schools and the National Careers Service* (December 2014) – www.gov.uk/government/uploads/system/uploads/attachment_data/file/386030/bis-14-1271-understanding-the-link-between-employers-and-schools-and-the-role-of-the-national-careers-service.pdf
 - 16 University of East London report: *Enhancing School-based Careers Work Years 7-9* (February 2015) – www.educationandemployers.org/wp-content/uploads/2014/06/Enhancing-School-based-Careers-Work-for-Years-7-9.pdf
 - 17 Schools and Colleges: *Foundation Code for Careers Education, Information, Advice and Guidance* (March 2015) – www.157group.co.uk/news/new-code-will-ensure-young-people-are-equipped-work-21st-century
 - 18 London Councils: *Lessons from London: Insights on improving schools* (March 2015) – www.londoncouncils.gov.uk
 - 19 Teachfirst: *Careers education in the classroom: The role of teachers in making young people work ready* (March 2015) – www.teachfirst.org.uk/sites/default/files/Careers-in-the-classroom-report.pdf

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- 20** DfE Statutory Guidance for Schools: *Careers guidance and inspiration in schools*; DfE Non-Statutory supporting document: *Careers guidance: advice for schools* (March 2015) – www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools
- 21** BIS and DfE Statutory Guidance for Colleges: *Careers guidance and inspiration* (March 2015) – www.teachfirst.org.uk/sites/default/files/Careers-in-the-classroom-report.pdf
- 22** NFER: *Improving Employability Skills: enriching our economy* (March 2015) – www.nfer.ac.uk/publications/IMSL02/IMSL02.pdf
- 23** Association of Colleges (AoC) *Careers Guaranteed Manifesto* (Ongoing) – careersguidanceguaranteed.com

Annexe C: London Ambitions Portal

The London Ambitions Portal will, for the first time, bring together contact details for all secondary schools and colleges careers and business engagement leads to make it easier for individuals and/or organisations to find information and build contacts and networks. Whilst this new portal gets underway we have provided a non-exhaustive list of some helpful careers and enterprise resources aimed at schools and colleges. These are a few examples from a wide range of openly available resources.

(Extract originally taken from: www.educationandemployers.org/wp-content/uploads/2014/06/Enhancing-School-based-Careers-Work-for-Years-7-9.pdf and further extended).

Key Stage 2 (+)

Artist in School - www.artistinschool.co.uk/index.html#sthash.GNUUzs35.dpuf

A range of ideas for introducing artists' careers and inspiring children to think about their creative talents. This includes assemblies, workshops and a teacher zone with pointers for teaching about artists. It also contains relevant content for Key Stages 3 and 4.

Careerssoft - www.careerssoft.co.uk

Careers education and guidance resources for primary schools (as well as secondary schools and colleges), including an opportunity to try any of its products for free.

Classroom Medics - www.classroommedics.co.uk

Bringing science and fun into the classroom for primary schools (as well as secondary schools and colleges), including eight different zones for accessing careers and learning resources.

Big Green Fox - www.biggreenfox.com

This resource focuses on careers education starting earlier, in primary schools, and supporting educators in delivering a competency, not just content, based education which helps young people better understand the purpose of school. Career Detectives, is a tool designed to help teachers embed careers education within the core curriculum, making links between educational subjects and future career opportunities.

Primary Futures - www.inspiringthefuture.org/schools-and-colleges/primary-futures-primary-schools

This lively and engaging matching resource supports teachers to access a vast network of volunteers from different backgrounds and professions – from apprentices to chief executives, archaeologists to zoologists or employees from small, medium sized or multi-national companies all of whom have signed up to inspire children in primary schools.

YES programme - www.yesprogramme.co.uk

This is a career-linked learning resource that gives primary learners a bespoke, engaging and motivating window into the world of work. It aims to broaden the horizons of learners and help them to connect learning to life. This career-linked learning resource gives primary learners a bespoke, engaging and motivating window into the world of work. It aims to broaden the horizons of learners and help them to connect learning to life.

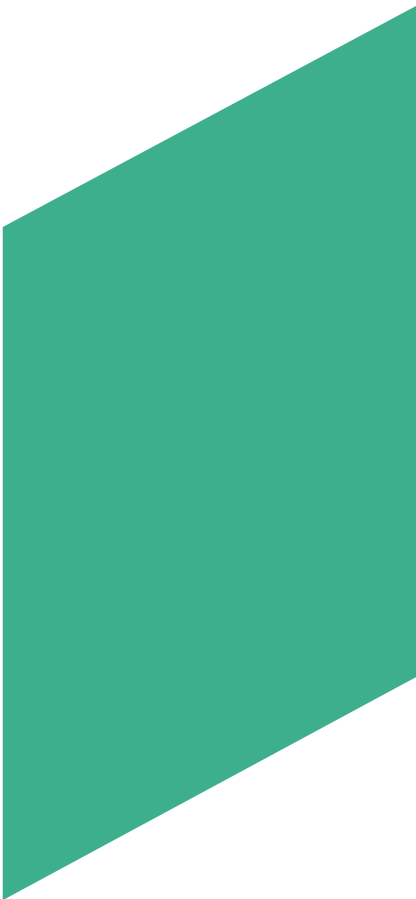
Key Stage 3, 4 and 5

Arts Hub - www.artshub.co.uk

A content-rich website covering jobs, news, careers and what's on in the Arts field across the UK.

ASDAN accrediting body - www.asdan.org.uk/media/downloads/Employability-Pre16-Sept2013.pdf

Employability qualifications approved by Ofqual and fully endorsed by ASSET Skills, who were previously the Sector Skills Council responsible for employability.



Barclays LifeSkills - www.barclayslifeskills.com

LifeSkills, created with Barclays, is a free, curriculum-linked programme, developed with teachers to help improve the skills and employability of young people. It provides free resources, workshops and lesson plans to prepare students for work experience opportunities.

Bird and Bird: Lawyers in Schools - www.twobirds.com/en/community/lawyers-in-schools

This is a skills based employee volunteering programme run by the Citizenship Foundation. The scheme places practising and trainee lawyers into the classroom to work with young people to develop their awareness and understanding of the law.

Career Development Institute (CDI) - www.thecdi.net

The CDI is the single UK-wide professional organisation for everyone working in the fields of career education; career information, advice and guidance; career coaching and career management.

Careers in the City - www.thebrokerage.org.uk/city-careers-open-house

This charity builds links between the wealth of opportunities in London's financial districts and the local communities surrounding them. Since 2000, they have introduced tens of thousands of young Londoners to City careers and helped thousands to access actual career opportunities.

Careers of the Future - www.gov.uk/government/publications/careers-of-the-future

A guide based on research and data from the UK Commission for Employment and Skills (UKCES), highlighting a range of jobs which are all Careers of the Future.

Cegnet - www.cegnet.co.uk

An online community for teachers, careers professionals and supporters of career development to share news and resources.

Central London Careers Hub - www.centrallondoncareershubs.co.uk

A London-based organisation focused on improving the knowledge and expertise of Career Development Professionals across London and its commutable area.

Centre of the Cell - www.centreofthecell.org/learn-play/games

An online science education centre based at Queen Mary, University of London. It is the first science education centre in the world to be located within working biomedical research laboratories. It has free online educational activities, games, fun facts and teacher resources.

Creative Choices - www.creative-choices.co.uk

An online hub of advice and opportunities for anyone that wants to work in a creative career.

East London Business Alliance (ELBA) - www.elba-1.org.uk/what-we-do/employment

This Alliance works with member companies to get east London people into training and jobs, as well as delivering employability skills training, facilitating work experience placements for local residents and providing capacity building for organisations.

EEF- The Manufacturers' Organisation - www.eef.org.uk

This organisation offers an apprenticeships and skills service to young people interested in working in a manufacturing environment.

Engineering Development Trust (EDT) - www.etrust.org.uk

The Trust delivers a range of tasters, projects and placements aimed at 11-21 year olds, in order to provide exposure to industry, business and higher education. They also offer an accreditation for workplace experiences through Industrial Cadets, aimed at 11-19 year-olds.

Entrepreneurs in Action - www.theeia.com

This organisation gives young people a taste of a real-life working environment. Learning activities are structured to encourage young people to be innovative, to experiment and develop their potential as future entrepreneurs, creators and leaders.

Fast Tomato - www.fasttomato.com

This is a popular online careers programmes for teenagers to explore the many different career opportunities open to them. Fast Tomato (part of the Morrisby Organisation) has been assessed to meet all elements of the 'matrix' quality standard. This is the unique framework supporting the effective delivery of information, advice and guidance on careers, learning and work.

Future Morph - www.futuremorph.org

The website and resources have been created to show that studying science, technology, engineering or maths beyond the age of 16 isn't just a one track road to becoming a scientist or engineer – the skills and knowledge you gain at different stages in schooling are valuable in almost any career and will make young people very employable.



Half Moon Theatre Careers in Theatre programme - www.halfmoon.org.uk/participate/educators/secondary-college/careers-in-theatre

Careers in Theatre gives participants the opportunity to work alongside theatre specialists culminating in creating a performance piece over just one day.

iCould - icould.com

This popular and widely used inter-active website provides career inspiration and information for young people of all abilities. It shows what is possible in work and offers different ways to think about careers through free access to over 1000 personal video stories, detailed job and labour market information, plus practical tips, insight and advice.

Inspiring the Future - www.inspiringthefuture.org

A unique and widely used website connecting teachers with volunteers from the world of work, who commit an hour a year to speak about their job.

LMI for All - www.lmiforall.org.uk

This data can be used to power apps and websites. 'LMI for All' includes information from two key products from the Office for National Statistics: the Labour Force Survey and the Annual Survey of Hours and Earnings; plus data from two products from the UK Commission for Employment and Skills: the Employer Skills Survey and Working Futures. It also includes vacancy data from Universal JobMatch, and data on skills, interests and abilities from the US O*NET database. This is currently being piloted in schools and colleges across the UK.

Morrisby - www.morrisby.com

Psychometric assessments for students, supported by the Morrisby Careers Adviser Network with trained and fully qualified careers guidance practitioners.

National Careers Service: London Local Pages - nationalcareersservice.direct.gov.uk/aboutus/newsarticles/Pages/Events-London.aspx

A website offering careers tools, careers advice, calendar of events, news and real life stories from across London.

National Schools Partnership - nationalschoolspartnership.com/resources.html

This partnership works to encourage and support businesses and other organisations to establish programmes that benefit schools. It offers free online teaching resources, lesson plans and numerous examples of cross-curricular activities.

Newham Education Business Partnership - www.nebp.org.uk/secondary

The Partnership has developed a range of programmes to assist in delivering the KS3 & KS4 curriculum. The programmes, which involve the participation of business and community volunteers, give insight into the world of work, raise aspirations and meet the work related learning framework. In some cases programmes can lead to accreditation.

plotr - www.plotr.co.uk

Play the Game to find a career you love! The Game analyses your personality, interests and needs in life to help you find the best careers for you. It also has many other features including job search facilities and a series of lesson plans and quick-fire activities to help embed careers learning within schemes of work using Plotr with students. All are suitable for careers lessons/PSHE/form time/dropped timetable days, but some also lend themselves to specific subjects.

Prospects - www.prospectseducationresources.co.uk

An annual catalogue of resources including popular careers education resources; from student workbooks to lesson plans and directories.

Skills London - www.skillslondon2014.co.uk/site

This is London's biggest jobs and careers event for 15-24 year olds and their families. The event features over 45,000 job opportunities, including Apprenticeships, 185 exhibitors from top employers, colleges, training providers and careers advisers. 32,490 visitors attended the 2014 event and were inspired towards their future. The 2015 event will take place on 13-14 November.

Skills Match (London) - skillsmatch.intelligentlondon.org.uk


This is a new interactive tool which allows the visual exploration of the relationship between skills supply and employer demand (at Level 3 and below) in London up to 2020. It brings together skills data and labour market data enabling policy-makers, practitioners and employers to take an intelligence-led, geographically-specific approach to addressing youth unemployment in London.

Speakers for Schools - www.speakers4schools.org

Providing state schools with inspiring talks from leading figures, free of charge

STEMNET: Science, Technology, Engineering and Maths Network - www.stemnet.org.uk

Working with thousands of schools, colleges and STEM employers, to enable young people of all backgrounds and abilities to meet inspiring role models,



understand real world applications of STEM subjects and experience hands-on STEM activities that motivate, inspire and bring learning and career opportunities to life. Runs the UK's only network of STEM Ambassadors: over 27,000 inspiring volunteers.

Street Style Surgery - www.streetstylesurgery.co.uk

Fun and inter-active workshops for young people, including Dj-ing, Music production, Film making, Make up skills, Forensic science, Skateboarding, Soccer skills, Screen printing T-shirts, Cooking skills, Money Matters and many more.

Teen Tech - www.teentechevent.com/schools/careers-advice/teachers

An industry-led initiative, founded in 2008 by Maggie Philbin and Chris Dodson to help the "X Factor" generation understand their true potential and the real opportunities available in the contemporary STEM workplace. TeenTech events take place at venues across the UK – at each event 300 pupils from 30 different schools benefit from hands-on exhibits and challenges run by leading organisations.

The Big Bang Fair - www.thebigbangfair.co.uk

The Big Bang UK Young Scientists & Engineers Fair is the largest celebration of science, technology, engineering and maths (STEM) for young people in the UK. Its aim is to show young people (primarily aged 7-19) the exciting and rewarding opportunities out there for them with the right experience and qualifications.

The Real Game - www.realgame.co.uk

A series of classroom-based programmes developed to help students learn more about themselves and both the opportunities and the responsibilities of adult life in a fun and constructive way.

Tower Hamlets Education Business Partnership - thebp.org

For over 20 years Tower Hamlets EBP has worked closely with teachers and schools to make sure the young people of Tower Hamlets have had, and continue to have, as many opportunities as possible to broaden horizons, build confidence and develop the skills they will need in the future to succeed.

WISE – www.wisecampaign.org.uk

This organisation inspires girls and women to study and build careers in science, technology, engineering and manufacturing (STEM).





Young Enterprise - www.young-enterprise.org.uk

This organisation is a leading enterprise and financial education charity. It gives young people – from all backgrounds – the opportunity to realise their full potential through a range of practical enterprise programmes, from one day masterclasses to year-long projects.

Annexe D

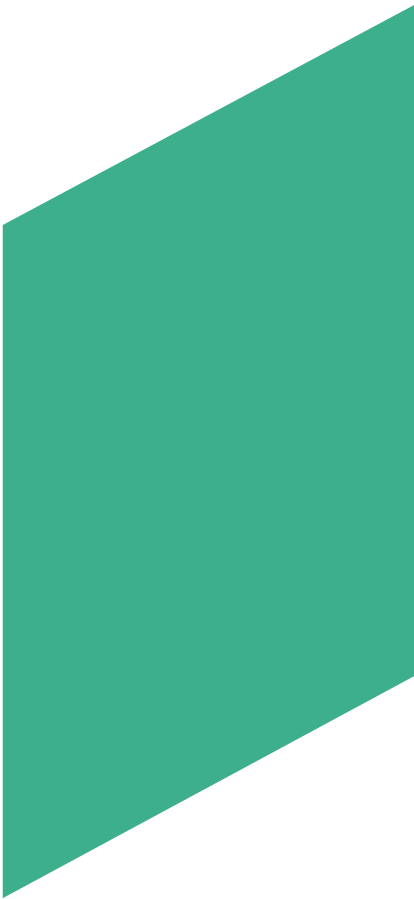
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- xviii http://www.local.gov.uk/media-releases/-/journal_content/56/10180/6951000/NEWS
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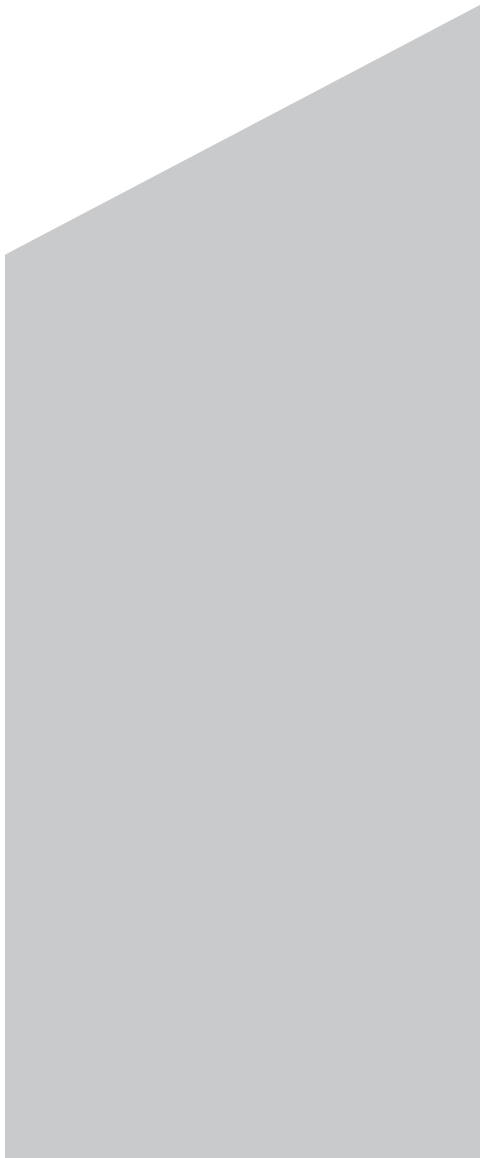
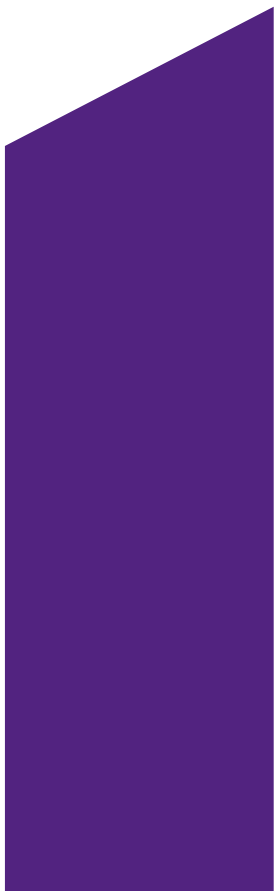
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